



A practical
guide to grow
your ideas
in education
for maximum
impact



Acknowledgements

Year 2 of the LLEAP (Leading Learning in Education and Philanthropy) project built on the foundations established in Year 1, but again none of this would have been possible without the hundreds of people who participated in the project (whether as survey respondents, workshop or case study contributors); we are truly thankful to them all. As with Year 1 of the project, we wish also to acknowledge the state and territory education departments and the various Catholic education offices across the country for providing the LLEAP project team with permission to conduct research in schools within their jurisdiction.

The interest and time commitment of schools, not-for-profit organisations, and philanthropic grant making foundations and trusts has not only been vital to the continuation of the project but also a great motivator to the LLEAP project team. Knowing that LLEAP is of interest and relevance inspires us to ensure that what we produce is not only a solid evidence base, but also has practical applications on the ground.

Combining expertise across the philanthropic and education ‘spaces’, the LLEAP Advisory Group for Year 2, under the Chairmanship of Professor Brian Caldwell, has once again guided every key milestone of the LLEAP project. Members have generously given their time and shared their experience in support of the project and we thank them for their commitment. Members of the Year 2 Advisory Group were:

- Professor Brian Caldwell [Chair] (Educational Transformations Pty Ltd)
- Janet Hirst (The Ian Potter Foundation)
- Sean Barrett (Origin Foundation)

- John Allman (Department of Education and Early Childhood Development, VIC)
- Paula Barnett (Berendale School, VIC)
- Rosalyn Black (formerly Foundation for Young Australians, now Monash University)
- Christine Cawsey AM (Rooty Hill High School, NSW)
- Annie Fogarty (Fogarty Foundation)
- Dr Deborah Seifert (Consultant, formerly Philanthropy Australia)
- Dr Sue Thomson (ACER)
- Peter Titmanis (Department of Education, WA)
- Louise Walsh, Mitchell Witherington and Bruce Argyle (Philanthropy Australia)

The LLEAP project team is fortunate to be supported by the extensive infrastructure of the Australian Council for Educational Research and many of our colleagues from Desktop Publishing Team, website, media and communications areas have been invaluable. This year, we also wish to thank Bill Lucas, Tony Dreise, Brian Caldwell, Deborah Seifert, Richard O’Donovan and Julie Michaelson for their excellent contributions to the *Guide*.

Finally, we gratefully acknowledge The Ian Potter Foundation (IPF) and Origin Foundation for their leadership in supporting the LLEAP project and engaging so fully in it. In particular, we wish to thank The Ian Potter Foundation’s Chief Executive Officer, Janet Hirst and Caitriona Fay (formerly, the Senior Program Manager at IPF), as well as the Origin Foundation’s Head, Sean Barrett and Tom Keenan, Manager, of the Origin Foundation’s Grant Programs.

 & 
Dr Michelle Anderson & Dr Emma Curtin

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Foreword

The second guide in the LLEAP Dialogue Series and associated activities represents a significant step forward in linking schools and the philanthropic sectors in Australia. The first reported the results of a national survey that revealed that there was much to be done if these links were to be made. The extent of available support from philanthropics and not-for-profits was much greater than was understood in the school sector. A valuable collection of tools was made available to schools and extended case studies were provided to illustrate a range of strategies.

There has been important progress in the second year of Leading Learning through Education and Philanthropy (LLEAP). The Origin Foundation joined The Ian Potter Foundation in partnership with the Australian Council for Educational Research (ACER) through its Tender Bridge research and development service to conduct a second survey, the findings of which are summarised in this *Guide*. They show that the need to make the linkages described above is as important as ever. However, the context is changing and there is much greater awareness of the importance of philanthropy and the contributions it can make to schools. The report of the Review of Funding for Schooling, generally known as the Gonski Report, contained a chapter on philanthropy and its important and emerging role. LLEAP contributed to subsequent discussions and the outcome is awaited with keen interest. The findings of the national surveys and the importance of linking education and philanthropy were highlighted in a series of articles written in metropolitan newspapers by staff in LLEAP. Above all, the focus of work in LLEAP has moved to a higher plane now that the knowledge base is so sturdy; the focus is now on engagement and collaboration and the pages that follow, including the case studies and toolkit, deal with how these can occur.

The next stage is to provide support for schools as they engage with the philanthropic sector, and LLEAP has a role to play along with authorities representing government, Catholic and independent schools. It is in the national interest that this engagement occurs and is successful. Australia aspires to be a top-tier nation in education in order that its society and economy are as strong as possible in the challenging years of the twenty-first century. To do this we must lift the performance of all students especially those in settings of disadvantage and it is illuminating that most of the current philanthropic support is directed to their support. In the top-performing nations this kind of support and the engagement of the philanthropic sector are taken for granted.

On behalf of the Advisory Group I congratulate Dr Michelle Anderson and Dr Emma Curtin for their outstanding leadership in LLEAP and for compiling a superb *Guide* to support the effort in the year ahead.



Professor Brian Caldwell
Chair, LLEAP Advisory Group
Professorial Fellow, University of Melbourne

The purpose of the LLEAP Guide

Each year the LLEAP Project team is producing a practical *LLEAP Dialogue Series Guide* on growing great educational projects for maximise impact.

The *Guide* has been specifically designed as a flexible, user friendly tool that could be used by different groups within education and philanthropy to suit their needs (e.g. in the training of philanthropic program managers in education; in the development of educational projects in schools; or supporting school-philanthropic-not-for-profit collaborations).

Our LLEAP research has told us that there are significant variations in the knowledge, skills and capacity of school, not-for-profit and philanthropic participants so this *Guide* is primarily targeted to those inexperienced grant seekers and makers in education. Notwithstanding this intent, we have been delighted to learn that the *Guide* has had much wider appeal beyond the inexperienced reader (e.g. used by Foundation Executives as a tool to guide strategic planning).

Finding your way around the LLEAP Guide

Like its predecessor, this second *Guide* will be uploaded to the LLEAP website and be freely accessible to all (see <http://www.acer.edu.au/lleap>). We encourage you to 'dip in and out' of the *Guide* according to your own needs and interests. It is designed to be completely interactive, with hyperlinks to various sections and websites and searchable. For example, if you are interested in 'governance', a word search would bring up all references to governance in the cases studies, tools and other relevant materials. Or you could simply use the table of contents or index to find what you are looking for.

For simplicity, the *Guide* has been created in four main sections:



About LLEAP: If you like getting a sense of the context first, then on page 2 onwards you will find a brief overview of the research from 2012; an outline of what's planned for 2013-2014 and information that helps set the scene for the *Guide* about collaboration and engagement.



The 'Toolkit': If you are a 'doer' and just want to 'roll your sleeves up' and get thinking about collaboration and what it might mean for you as a philanthropic,

school or not-for-profit, then page 6 onwards is for you. Here you will find two stimulating think pieces around collaboration: one on socially intelligent schools by Bill Lucas; the other on philanthropy and Indigenous education by Tony Dreise. These are followed by frameworks and guiding principles; and specific tools, tips and strategies for improving collaboration and engagement.



Collaboration in practice:

If you want to get a feel for how collaborative thinking and practice 'plays out' in the context of different projects, then go to the cases beginning on page 29. Here you will find a total of 15 cases: three international; three that we revisit from last year to see where they are up to now; three that specifically focus on students in philanthropy; and six other interesting cases from around Australia. After every three cases a checklist tool of imperatives for schools, not-for-profits and philanthropics is presented on pages 41, 51, 62, 73 and 83.



Further reading: For those of you who wish to explore beyond the *Guide*, there is a list of other reading and useful websites from page 84 onward.



About LLEAP

LLEAP is a three-year national project that investigates the impact of philanthropy in education. It aims to build knowledge and improve outcomes for schools and philanthropic supporters and explores issues and opportunities from the perspectives of philanthropic education grant making foundations and trusts, schools, and not-for-profits working with schools.

LLEAP Year 2 at a glance:

- 3 national surveys
- 3 'Models of Collaboration' workshops
- 15 cases of good practice
- Positive media attention
- Increased access to the LLEAP website
- Growing list of 'friends of LLEAP'
- Continuing commitment of LLEAP Advisory Group
- A second practical LLEAP Guide

In the first two years of LLEAP, 809 people from across these groups responded to the project national surveys (in 2011 and 2012).

The LLEAP 2011 and 2012 findings show that many schools are 'pressed up against the glass' and wondering what they are looking at when it comes to philanthropy in schooling. Even though we had another random sample of schools surveyed

in 2012 as we had in 2011, the same finding as last year emerged: philanthropy is a whole new world for 9 out of 10 schools in Australia. Not-for-profits are generally the 'old hands' in this space. In part, this is because their very existence depends on philanthropic support. But more than this, historically they have served as an important linchpin between philanthropy and learners. Nothing in the findings from LLEAP 2012 suggests that this role is diminishing.

The findings from Year 1 have been widely disseminated and shared throughout 2011, 2012 and 2013 via the LLEAP project website: <http://www.acer.edu.au/lleap>; through the release of the 2011 Survey Report and publication of the *LLEAP Dialogue Series Guide* and *Companion Cases Document*; and through multiple presentations and workshops. For example, a highly successful special event with UK Professor Bill Lucas was held in October 2012 with a specific focus on student engagement, as the LLEAP surveys from 2011 and 2012 showed that this is a common area of focus for all three groups (schools, not-for-profit

organisations and philanthropy). Reference was also made to the LLEAP study in *The Age* and the *Sydney Morning Herald* in February 2012. In its second year, LLEAP has focused on exploring and applying the findings from Year 1 to improve the impact of philanthropy in education. The project's key objectives for this second year have been to:

- assist grant makers and grant seekers in making informed decisions;
- explore and develop new models of collaborating within philanthropy for maximum impact;
- generate better ways of networking (within and across philanthropy and education).

As highlighted on page 3, the Year 2 research phases have led to six key propositions, including: *effective school-community relationships are an important tool for addressing locally identified learner needs*. Philanthropy is and continues to be part of this landscape.

Each year LLEAP is collecting data on the outcomes that philanthropics, not-for-profits and schools want to achieve from their grant making and use of a grant. In 2013, evaluation of those outcomes is the key area of focus for LLEAP. How do schools, not-for-profits and philanthropic foundations and trusts monitor and evaluate the impact of their projects? This is because our 2012 results indicate that evaluation is a vexing issue in the minds of grant seekers and makers alike and currently there is limited activity in this area. However, our fieldwork has exposed some interesting strategies being used to build research and evaluation into projects; these are worthy of further exploration. In addition, not-for-profits are telling us that they want more assistance with evaluation: additional funds to commission an external independent evaluation or more support (in-kind or otherwise) to build their own staff expertise in monitoring and evaluating the progress and impact of their work.

Why focus on collaboration and engagement?

The first of the *LLEAP Dialogue Series Guides*, along with a *Case Study Companion* document, was launched in April 2012. These documents are freely accessible as interactive PDFs via the

dedicated LLEAP website: <http://www.acer.edu.au/lleap>. This first *Guide* provided some simple tools and checklists to help break down barriers and share knowledge.

507 survey respondents –

Schools:

- 359 schools (Government, Catholic, Independent)
- About half from rural or remote locations

Philanthropic:

- 61 foundations and trusts (community, family, private, corporate, trustee company funds)
- Wide reach across Australia to support education-focused initiatives

Not-for-profits

- 87 not-for-profits (invited to participate because they have an education focus and have worked with or for the benefit of schools)
- Most can offer support in Government sector

This year's *Guide* builds on last year's foundation, with a greater focus on **collaboration and engagement**. Once again, the evidence from our research is used to develop practical tools around these key areas.

We look at collaboration and engagement as vehicles for positive change across the education-philanthropic interface. Part of LLEAP's *raison d'être* is the belief that as collaboration increases, so too does the level of engagement. There was also a noticeable shift in 2012 with regard to the reported philanthropic desire to engage more directly with education,

particularly working in collaboration with schools and not-for-profits around common areas of need for learners.

In 2011, ten factors for effective engagement were identified from the analysis of the LLEAP feedback. These factors (e.g. the critical importance of reciprocity) can be used to create the conditions for key collaborative accomplishments, which have been shown in community engagement literature to bring about positive change for learners (see pages 34 to 37 of the Year 1 *LLEAP Guide for Models of Collaboration* and *A Framework for Effective Engagement*).

What this Year 2 *Guide* seeks to highlight, however, is that the nature of change is non-linear and can be framed across a spectrum of different points of engagement. This is because the problems and needs to be addressed are complex and go beyond the capacity and resources of any individual, organisation, jurisdiction or the boundaries of education alone.

So a focus on learners and learning and models of philanthropy in schooling (e.g. individual grant maker to grant seeker) relationally from school, not-for-profit and philanthropic perspectives, allows for points of commonality and difference to be brought into sharp relief. The net result is improved understanding and choice of collaborative processes. So, the *Guide* explores the barriers that affect the ability of individuals and groups to engage and which collaborative processes help build individual / organisational capacity and create bridging social ties and synergies.

Key propositions

LLEAP began because of a widespread view that effective engagement of philanthropy in education was hampered, in many cases unnecessarily, by gaps in knowledge and understanding.

We've learned many things during the two years of the LLEAP study to date and you can read more about our findings in the last two survey reports, available via www.acer.edu.au/lleap/

For the purposes of this *Guide*, however, we can summarise those findings within the following six key propositions:

- **Proposition 1:** Effective school-community relationships are an important tool for addressing locally identified learner needs. Philanthropy is and continues to be part of this landscape.
- **Proposition 2:** Identify and understand priorities. This will focus local decisions for greater learner impact.
- **Proposition 3:** Support beyond the financial is an untapped strength of philanthropy.
- **Proposition 4:** It is hard to maximise the impact of philanthropy in education, if the basis for engaging with donors or the beneficiaries of donations has not been set up or understood.
- **Proposition 5:** Identifying points of commonality and difference opens up the possibility to facilitate more sophisticated relationships of philanthropy in education.
- **Proposition 6:** A shared view about the outcomes sought will better guide realistic measures for change.

Within these propositions lie some important 'steps' in the collaborative act that are needed to bring about change. Collaboration embodies both good practice and the processes or

steps – *understanding; actions; and impacts* – needed to implement those practices. Figure 1 illustrates these progress steps and how these are manifested in *Governance, Innovation, Models and Effective Engagement*. The ultimate aim here is to have an impact on learning and the learner(s).

Collaboration as a vehicle for change: understanding, actions, impact

In this year's *Guide*, each of the cases, on page 29 onwards, cover the elements identified below. Consistent with this year's focus, the emphasis within the case study interviews was always on learners (e.g. students, parents, principals) and how collaboration could be a vehicle for bringing about change.

On the next pages are illustrations of each element from the LLEAP research and case studies.

What we learned is needed to bring about change

Governance

LLEAP findings: The LLEAP survey findings tell us that there is room to build better internal organisational governance knowledge, this includes knowledge of tax status: 47% of schools had no fund set up for fundraising purposes; 80% of principal respondents, largely from government schools, were unsure of what funds (e.g. building fund) they had set up for fundraising purposes. From the 165 respondents (154 of which were

Government schools) who indicated that they had no specific fund set up to assist with their fundraising purposes, 92 responses or 61%, reported that the school had not set up a fund because they didn't '*believe that my community would be in a position to contribute financially to a fund*'. The assumption here is that setting up a fund is for local community contributions. The idea that setting up a fund may facilitate or enable a diversity of relationships both internal and external to the community does not appear to feature in the thinking of those who responded.

Case study example: *Play for Life* is a not-for-profit organisation that was formed as a pilot in June 2010. A Board of Directors meets bi-monthly. More recently, three sub-committees of the board have been established on finance, research and education, and fundraising. The CEO of the not-for-profit organisation, *Play for Life*, explains how they set up their structures using the expert guidance of those around them: "*Throughout early days, we had a little bit of a road map thanks to several of our board being from Social Ventures Australia. This really helped us establish the business and strategic plan for 'Play for Life'. Did we make mistakes? Yes, but with the assistance of the board, it meant we were really disciplined around finance, staffing and identifying what impact 'Play for Life' was trying to achieve.*" **See the full *Play for Life* case study on p. 66.**

Innovation

LLEAP findings: Results from the LLEAP survey in 2012 highlighted that Schools (31%) and not-for-profits (34%) saw the main role of philanthropy in education as to 'support and encourage innovation'.

Case study example: Big Picture Education has a bold goal to create change and influence the future of education. One innovative feature of their model is in an interest-based internship, called *Learning Through Internship* (LTI). The student works with a mentor from the community on a meaningful project relevant to the student's learning goals and connected to the curriculum via a learning plan. Students exhibit the outcomes of their work four times a year to a public audience. Every internship is a partnership between school and community and this cooperation fosters mutual understanding and respect. **See the full *Big Picture Education Australia* case study on p. 63.**

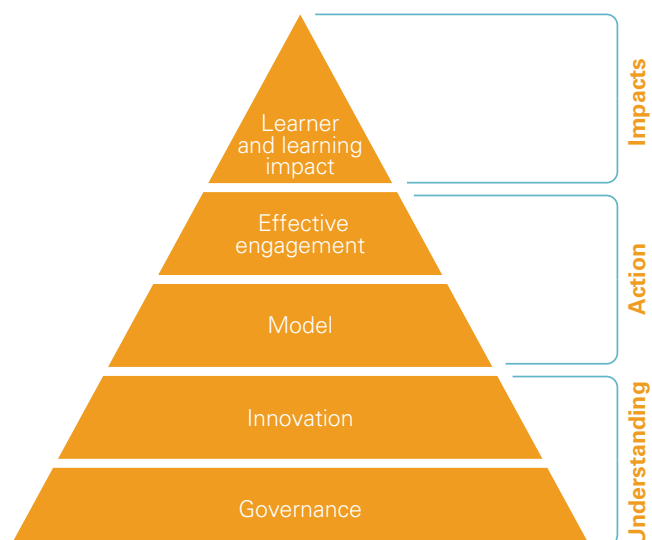


Figure 1: Collaboration as a vehicle for change

Models

LLEAP findings: The LLEAP 'Models of Collaboration' workshops reminded us that there are multiple ways to collaborate across the education, philanthropic and not-for-profit spaces. These workshops discussed the models developed for last year's *Guide* (see p. 34 of the *LLEAP Guide No. 1*). It was determined that these models have a variety of benefits, depending on their application. Some projects may experience multiple collaborative scenarios – almost a journey. There is no linear path but there should be flexibility to 'skip' across scenarios to help build credibility and sustainability.

Case study example: Doveton College is the first social-government partnership of its type in Victoria. This means it embeds educational and family and children's services both conceptually and through its service model. In addition to this unique feature, what also stands out in the Doveton College model is the active engagement of philanthropy and formal partnerships with major service providers. **See the full *Doveton College* case study on p. 48.**

Effective engagement

LLEAP findings: The use of the term 'engagement' in LLEAP signals the importance of some form of mutual commitment in the relationship to bringing about an improvement for a learner(s), irrespective of the longevity or nature of the engagement. According to the LLEAP survey findings, the biggest barriers to more effective philanthropic engagement in education for philanthropics are structural issues – from the legacy of their own foundation's or trust's way of grant making through to tax-related constraints on their education grant making. For schools and not-for-profits, capacity issues present as their biggest barriers. Being time poor was common to both. Not-for-profit responses attributed this to perceptions of unnecessary application processes and the struggle to align these across multiple funders. For schools, it was the perceived additional workload to 'play' in this space, coupled with limited experience and expertise.

Case study example: For the Tomorrow: Today Foundation's Education Benalla Program, the concept of collective impact has resonated strongly. The Foundation Director explains. **See the full *Education Benalla* case study on p. 34.**

The learner and learning impact

LLEAP findings: Support for those looking to bring about a positive change for a learner(s) was a strong theme in this year's LLEAP survey responses. It makes sense that the effectiveness of a grant made in education will also rely on the capacity and capabilities of those charged with its implementation and longer-term sustainability and impact. In addition to specific project outcomes, five categories of outcomes – Learner; Practice; Knowledge transfer; Relationship; and Process – were identified. Given the education focus of all three responding groups, it was not surprising that the highest mean score (i.e. considered important to all groups) was 'the grant resulting in improved access to learning for the target audience.'

Case study example: Hands On Learning Australia (HOLA) seeks to have a positive impact on student intrapersonal, interpersonal, self management (student behavior) and functional literacy and numeracy. Through its methodology, HOLA wants students to have a much better sense of themselves as people and as learners. **See the full *Hands On Learning* case study on p. 30.**

Over the page, Bill Lucas explores the importance of collaboration, some of the challenges and the 'realities on the ground', particularly for schools.



Think piece: Socially intelligent schools and unleashing the power of collaboration by Professor Bill Lucas

Social interaction is a powerful force for good. Oscar Ybarra at the University of Michigan has shown this in two simple experiments.¹ First he surveyed 3610 people between the age of 24 and 96 to establish their patterns of social interaction. It turned out that the more social contact subjects had, the better their cognitive functioning was.

Emboldened by this finding, he then compared the respective benefits of various kinds of activities on college students. Each student was allocated to one of three groups. The first group had a discussion about a social issue for ten minutes. The second undertook tasks such as a comprehension test and a crossword puzzle. And the third, the control group, watched a ten minute extract from *Seinfeld*. All then undertook tests of their mental processing and working memory. The results showed that students who spent ten minutes talking about an issue boosted their cognitive performance just as much as those who took part in more obviously intellectual activities. Such is the power of social interaction it would seem that just ten minutes spent talking with others can enhance mental performance!

Homo collaboratus

If this is true of students it is also the case with schools and the organisations around them. For homo sapiens are social animals, 'programmed' to seek out others. Such collaborative behaviour has been learned over a very long time. We evolved in tribes, with those in strong tribes doing better. Faced with a common enemy or food source, tribes collaborated. And when food resources were tight, tribes would share with other tribes, conferring the hope that such generosity would be reciprocated on others passing through the camp or cave in a time of need. Collaboration is the foundation

of the host-guest relationship and the basis of civilised hospitality. It is also at the heart of democracy as the great educator John Dewey put it a hundred years ago: "The foundation of democracy is faith in the capacities of human nature; faith in human nature and the power of pooled and cooperative experience"².

The meaning and practical advantages of collaboration

When I use the word collaboration I mean the act of intentionally seeking out, connecting to and actively working on a specific activity. While the hope will always be that there will be some kind of mutual benefit, ideally symbiotic, at the outset collaboration requires trust and optimism.

Talk to most people today and they will tell you how important being able to collaborate is to getting on in life. Employers need employees who can work in teams to solve problems or come up with new ideas. Philanthropic bodies often champion groups of people effectively disbarred from learning and social interaction with others as result of prejudice, inequity, poverty, disability, and so forth. Most parents want their children to be able to play with other children with different talents and world views. Children, like most young animals, love to play with their mates. Recently in our own work on practical and vocational learning we have argued that not only should classroom pedagogy be more facilitative – actively cultivating social interaction and mutually beneficial critique of students' work in progress – but vocational education simply cannot be delivered effectively unless colleges and employers

While the hope will always be that there will be some kind of mutual benefit, ideally symbiotic, at the outset collaboration requires trust and optimism.

collaborate more effectively³. At a practical level we have found similar benefits for learners in our Expansive Education Network⁴ which brings together more than twenty universities, for profit and philanthropic organisations for the benefit of creating learning which will more effectively equip students to thrive in an uncertain world. The LLEAP study's findings mirror such thinking with the recognition of the three priority areas of:

1. overcoming barriers to student learning
2. creating effective learning environments for students, and
3. broadening and connecting learning for students.

The realities of collaboration on the ground

But, when it comes to schools and teachers, collaboration is currently a more complex concept. At one level it is straightforward. Pro-social behaviour is valued and expected. Sports teams, musical bands and theatre groups are encouraged and celebrated. The school itself is a kind of 'tribe', with all of its members exhorted to play for each other for the greater honour of the school.

But this is a superficial perspective on what is really going on. In many countries, states and localities, schooling is highly competitive, with public performance data available to administrators, teachers, parents and students. At the classroom level many teachers, while extolling the virtues of team-work and increasingly facilitating more interactive learning, only ever assess individuals. For lurking at the back of their mind is a fear that, unless they can test individuals, they cannot be sure that they were not 'cheating' by gaining an unfair leg-up in an assignment. The students were not cheating of course, but simply collaborating. But such

is the emphasis on individual performance and individualism in society that teachers often feel pressurised to allocate success to individuals rather than groups.

Outside the school gates there are different forms of possible philanthropic, business and not-for-profit support and enrichment at hand. Indeed, the prospect of connecting beyond the school gates, for some, can be almost too daunting. The issue for schools are how to find out who is out there as a potential collaborator and their own internal capacity to invest in making connections. Individual philanthropic groups may have an incomplete understanding of who does what, both in schools and in not-for-profit groups. Then for the schools, philanthropics and the not-for-profits (often the intermediaries between philanthropy and schools) it's an issue of understanding how collaboration can be a vehicle for increasing opportunities for all learners.

And, of course, we are all increasingly busy and such collaborative activity has to take its place among other items on the long 'to-do' lists of our lives!

Collaboration, in short, is valued in school, but only to a certain degree. In the wider community, while there are very many genuine attempts at partnership working, there is often inadequate understanding of its individual components. At a school level Chris Watkins has shown how classrooms can be reconfigured as learning communities where the emphasis is on the active creation of knowledge by all concerned including the teacher⁵. In such a situation learners not only take responsibility for themselves and their peers but also for what needs to be known. By the same token learners are encouraged to see knowledge as something that they themselves can actively help to create.

In the context of the LLEAP work that Tender Bridge is highlighting in this *Guide*, a collaborative learning community could be, for example, a project across a number of classes and schools initiated by a school or schools to address a local learner need or a collaboration

¹ Ybarra, O. Burnstein, E. Winkelman, P. Keller, M.C., Manis, M., Chan, E., & Rodriguez, J. (2008). Mental exercising through simple socializing: Social interaction promotes general cognitive functioning. *Personality and Social Psychology Bulletin*, 34, 248-259

² Dewey, J. (1916) *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan.

³ Lucas, B., Spencer E. and Claxton G. (2012) *How to teach vocational education: a theory of vocational pedagogy*. London: City & Guilds Centre for Skills Development has attracted widespread attention in the UK, including being debated in the House of Lords in March 2013.

⁴ You can find out more about this at www.expansiveeducation.net. How such approaches are taking root across is the subject of a new book, Lucas, B., Claxton G. and Spencer E. (forthcoming) *Expansive Education: teaching learners for the real world*. Melbourne: ACER

⁵ Watkins, C. (2005) Classrooms as learning communities: a review of research, *London Review of Education*, (3): 47-64

across a not-for-profit organisation and school or schools, or a number of philanthropic foundations and trusts or between philanthropy and education.

The LLEAP findings show that there are still many perceived barriers to collaboration of

which capacity issues, knowledge of and access to the range of organisations in the field and concerns about whether the effort required to collaborate will be repaid are consistently cited.

Yet we know that schools and not-for-profits want philanthropy to open up new horizons to them and that philanthropics want to

be catalysts for change. We have a potentially virtuous circle here! For the sake of all learners we simply have to put collaboration into practice in our lives and relationships.

schools and not-for-profits want philanthropy to open up new horizons to them and that philanthropics want to be catalysts for change.

Have you thought about...?

1. as a school, how you could better explain what you value, what your current needs are and what are good ways to connect with you?
2. as a not-for-profit organisation, how best you could communicate with busy schools to share with them your 'map' of those in your locality with whom it might be helpful to collaborate?
3. as a philanthropic foundation, what else would help you better promote collaborative practices?
4. how collaboration can be used effectively to address key issues for learners and learning and what changes we all need to make to ensure our approach to supporting learners is more joined-up?

About the author

Professor Bill Lucas leads the Centre for Real-World Learning at the University of Winchester and is in demand across the world as an inspirational speaker. His new book, *Expansive Education: Teaching learners for the real world*, will be published by ACER in 2013.

His recent work on practical vocational education is making waves in the UK and was recently debated by the House of Lords.

Bill has worked closely with the ACER Tender Bridge team, specifically in enhancing the work of LLEAP through, discussion and debate.

For more information on the Centre for Real-World Learning and Bill Lucas see: <http://www.winchester.ac.uk/ABOUTUS/LIFELONGLEARNING/CENTREFORREALWORLDBLEARNING>

Think piece: Context, place, and collaboration matter, philanthropy and Indigenous education by Tony Dreise

"Under the asphalt and concrete, this is, has been, and always will be Aboriginal land," proudly states the nine year old at the front of school assembly.

Australia has come a long way. A couple of recent personal experiences in schools illustrate this for me. Where once Aboriginal people were consigned to the history textbooks, schools are now acknowledging traditional owners in a systematic way; some schools sing the national anthem in Aboriginal language and in English; and the Aboriginal and Torres Strait Islander flags flutter proudly alongside the Australian flag.

This is a far cry from the first 'school' for Indigenous people, called the Native Institution. Broome helps explain:

*In December 1814, on the advice of a missionary named William Shelley, he (Governor Macquarie) established a Native Institution to educate children vocationally and to effect the Civilization of the Aborigines of New South Wales, and to render their Habits more domesticated and industrious. It was Australia's first assimilation policy.*⁶

Two hundred years later, the nation has changed, notwithstanding ongoing concerns among sections of the Indigenous community that an assimilation agenda is still being pursued. The road ahead will be a long one.

Our capacity for 'good' is emerging, but *can we do better?* Simply put, we need to. The fact is that Indigenous young people continue to drop out of schools at alarming rates, experience high levels of unemployment, and are subjected to the skulks of racial prejudice loitering on buses, in streets and pubs, on football fields, across social media, and within institutions.

So how is this best overcome? Schools, like philanthropists, are fundamentally in the business of 'doing good'. At their best, they don't merely reflect society, but provide a glimpse of our best selves. Human nature may prevent the creation of a perfect world, but education and philanthropy partnerships can move us toward a less imperfect world.

Schools, like philanthropists, are fundamentally in the business of 'doing good'.

To face our future challenges and opportunities head on, three drivers will increasingly matter – context, place, and collaboration. Philanthropists can bring weight to this.

Context matters

Indigenous education policy has to be seen through an historical lens and through a larger socioeconomic window. They provide both context and perspective.

Education institutions – including schools and academia – have oft been active agents in various public policy agendas that have brought harm onto Indigenous people in post colonial Australia. Not only did they seek to 'domesticate' in a way dating back to Macquarie, they were also active in suppressing Indigenous culture (especially Aboriginal languages) and forcing an indoctrination agenda onto Indigenous children in order to conquer their 'savagery' and have them graduate into 'civilised' society. This gross paternalism has left a bitter aftertaste in Indigenous people's minds about the value of education and research, which to this day cannot be ignored.

Fast forwarding to a contemporary context, current discourse and ideological debate about critical success factors in education, too often focus on internal schools factors, be it curriculum, pedagogy, technology, classroom sizes, and assessment. While undoubtedly important, they potentially overlook a greater

⁶ Broome, R. (2010). *Aboriginal Australians: A History since 1788*, Allen and Unwin, Sydney, p. 29.

reality. The external (or outside the school gates) factors bearing down on Indigenous young people are, to put it mildly, significant. Aboriginal people are more susceptible to suicide, imprisonment, premature death, infant mortality, child protection orders, overcrowding in homes, poverty, and disease. These irrefutable facts make the task of successful educational outcomes all the more challenging.

Therein lays an enormous paradox for Australian education and social policy. On one hand we hear that education is the way out of Indigenous poverty. While on the other, we hear that poverty and other socioeconomic factors - including a parent's level of education attainment - have a significant bearing on a child's likely educational success.

Both statements are true, and yet philanthropy tends to overlook the latter in preference to the former. There is a growing trend toward boarding school scholarships as a way of lifting Indigenous young people out of states of despair.

Such philanthropic investment is highly transactional in nature, when a transformational approach on the ground and to scale is desperately needed given that 90% of Indigenous children attend a public school and the majority wish to stay at home (often 'on country') with family and friends.

Metaphorically speaking and put crudely, in attending to the cream philanthropy may overlook the milk. This leads to me to 'place'.

Place matters

As previously noted, the vast majority of Indigenous students attend public schools around Australia. Unlike the non-Indigenous population which concentrates in big cities and coastal regions, 60% of the Indigenous demographic live in inner-Australia, regional and remote areas. In fact, demographers such as Professor John Taylor at ANU, have written about the 'Aboriginalisation' of some country towns. Therefore, place matters.

Metaphorically speaking and put crudely, in attending to the cream philanthropy may overlook the milk.

If philanthropy is looking to make a sizeable impact in Indigenous education, it will need to diversify its activity beyond providing boarding school opportunities. While there are examples of investments outside of boarding schools – most notably investment in the

Stronger Smarter Institute which aims to lift quality teaching in Aboriginal communities – many of the big ticket philanthropic investments in Indigenous education are concentrated in boarding schools. Higher profile examples include the Australian Indigenous Education Foundation which is partly funded by BHP Billiton and the Cape York Higher Expectations program which was partly funded by Macquarie Group Foundation.

'Place based' investments are ripe for picking. Models in the United States that are being jointly invested in by government and philanthropy include the Harlem Children's Zone and the 'Promise Neighborhoods' initiative. As explained here:

The Obama Administration recognizes that the interconnected challenges in high-poverty neighborhoods require interconnected solutions. Struggling schools, little access to capital, high unemployment, poor housing, persistent crime, and other challenges that feed into and perpetuate each other call for an integrated approach so residents can reach their full potential.

One piece of the Administration's strategy for catalyzing change in these communities is the Neighborhood Revitalization Initiative (NRI) —a bold new place-based approach to help neighborhoods in distress transform themselves into neighborhoods of opportunity. The interagency strategy is designed to catalyze and empower local action while busting silos, prioritizing public-private partnerships, and making existing programs more effective and efficient. (www.thewhitehouse.gov)

Philanthropy is well placed to be both catalysers of action and change agents in these spaces. In fact, I would argue that this goes to their fundamental value proposition, in that they can embrace a 'vanguard' approach and provide 'safe to fail' opportunities in a way that politically risk adverse governments cannot. Mark Kramer of Harvard University describes vanguard philanthropy as "serving as the site for social innovation, experimentation, and entrepreneurial invention".⁷

7 Payton, R.L. and Moody, M.P (2008). *Understanding Philanthropy: Its Meaning and Mission*, Indiana

It would be a 'good' thing to see philanthropists join up their efforts, invest in place based initiatives, and support a demand driven approach to Indigenous education. Such models might include the key features of place based action as articulated by Barca:

- *A long term development strategy aimed at reducing underutilisation of resources and social exclusion of specific places, through the production of integrated bundles of public goods and services.*
- *Determined by extracting and aggregating people's knowledge and preferences in these places and turning them into projects.*
- *Exogenously promoted through a system of grants subject to conditions and multilevel governance.*⁸

Collaboration matters

We know intuitively that collaboration and cooperation are highly important. They are almost virtuous. So why are we so bad at it?

Well for starters, it can be hard work, draining time and energy and requiring negotiation prowess, trade-offs, and perseverance. Furthermore, it often requires crossing bridges to other cultures, contexts, motivations, places, and understandings. This can be daunting.

This paper does not seek to list strategies or techniques for collaboration, as they are comprehensively covered in other parts of this Toolkit. What will be shared here however, are some interesting thoughts on the origins of collaboration and cooperation.

In contexts of complexity, such as Indigenous education , there is no choice: cooperation and coproduction simply have to be done. Besides, Indigenous people have grown tired of top down, unilateral action. Rather, we seek exchange and partnership.

In these modern and globalised times, we hear a lot about finding one's 'competitive edge'. We hear it on sporting fields, in board rooms, in job interviews, and in international trade. Fair enough, but our 'cooperative edge' is equally important. To this end, two thought provoking

contributions shed light on this virtue.

The first is an article written recently by Martin A. Nowak called 'Why We Help'. In it he challenges the notion that human evolution can be reduced to the phrase 'survival of the fittest'. Rather, Mariette DiChristina the editor of Scientific American in which the article features, summarises Nowak's piece this way:

He suggests that cooperation among members of groups, from single-celled amoebas to the complex assemblages found in mammals, has helped shape the evolution of all of life on earth in profound ways. Individuals may engage in various flavours of cooperation, from discharging a beneficial duty for kin to performing selfless actions for the greater good.

It may (or may not) surprise you to learn that people earn a unique place among species as the most mutually helpful of all. Nowack calls the phenomenon the "snuggle for survival".⁹

The second thought provoking piece is by Matt Ridley who wrote a book called 'The Rational Optimist'. In his book, Ridley concludes that innovation and human progress can be traced and distilled down to one critical ingredient – 'exchange'. He writes:

The perpetual innovation machine that drives the modern economy owes its existence not mainly to science (which is its beneficiary more than its benefactor); nor to money (which is not always a limiting factor); nor to patents (which often get in the way); nor to government (which is bad at innovation). It is not a top-down process at all. Instead, I am going to try now to persuade you that one word will suffice to explain this conundrum: exchange.¹⁰

University Press, Bloomington USA, p. 35.

8 Barca, F. (2009). *Pursuing equity through place-based development policies: rationale and the equity-efficiency issue*, OECD/TDPC Symposium on Regional Policy, Paris.

9 Nowak, M.A. (July 2012). 'Why we help', *Scientific American*, New York.

10 Ridley, M. (2010). *The Rational Optimist: How Prosperity Evolves*, Harper Collins, New York, pp. 269-277.

Key take away message

In reflecting on Indigenous education and philanthropy, the key take out messages for me are that cooperation and ideas exchange are absolutely fundamental to progress. If we are to make greater inroads and deliver on the promise to Indigenous Australia, then we will need more philanthropic-education partnerships in ‘place’ literally. At present, 80% of philanthropic organisations are Melbourne based and yet the vast majority of Indigenous Australia lives elsewhere, including over half of the national population in New South Wales and Queensland alone.

Hopefully more philanthropists will come along for the journey, coproduce, take the time to develop relationships, and bring their vanguard swag with them. For context, place, and collaboration matter.

About the author

Tony Dreise (pronounced ‘drice’) descends from the Kamilaroi (*Guum-il-roy*) people of north-west New South Wales and south west Queensland. Tony is studying the relationship between philanthropy and Indigenous education through a PhD with the Centre for Aboriginal Economic Policy Research at the Australian National University.

As part of his study, Tony has held two ‘Doing Good Forums’ around the question; *How can philanthropic bodies more successfully engage with Indigenous people and strategically invest their resources to improve Indigenous education outcomes?*

The work Tony is doing and that of LLEAP have connected on several occasions, especially through our respective ‘dialogue’ sessions.

A recurring theme to-date also from his study is the need to invest in better ‘coordination’ and ‘collaboration’.

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Toolkit

The concept of collaboration as a ‘good thing’ and a social activity that should be done more has been a recurrent theme in LLEAP. But, as scholar Douglas Reeves points out, collaboration “is not a gift from the gods, but a skill that requires effort and practice”¹¹.

In this section of the *Guide*, you will not find a locked-step checklist or recipe for ‘how to collaborate’ – there is no ‘one size fits all’ approach. What you will find, however, are support materials, tools and accompanying questions to help you:

- consider what collaboration means or could mean to you and your organisation
- make sense of an existing relationship
- plan for future collaborative relationships
- reflect on what kind of collaboration you might need at various points in time

Specifically, you will find:

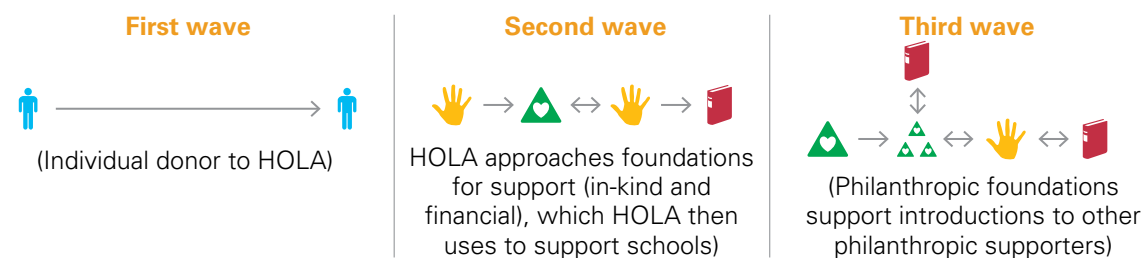
1. **Frameworks:**
 - Developing models of collaboration
 - Guiding principles for collaboration
 - Collective impact: a framework from the United States
2. **Tools:**
 - Education and philanthropy – learning how to unleash the power of collaboration
 - Strategies for improving engagement
 - Tips from grant makers to grant seekers (updated from *Guide* No.1)
 - Tips from grant seekers to grant makers (updated from *Guide* No.1)
3. **Further reading.**
4. **Useful websites.**

¹¹ Reeves, D. B. (2010). *Transforming Professional Development into Student Results*. Association For Supervision & Curriculum Development.

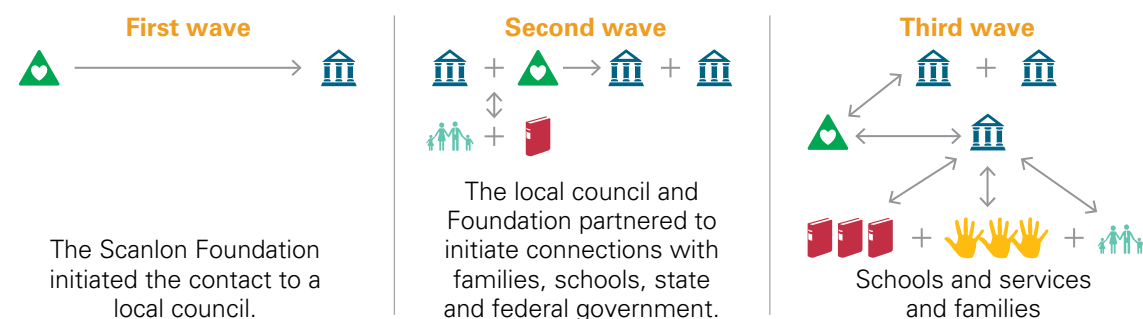
Developing models of collaboration

Three LLEAP 'models of collaboration' workshops in New South Wales, Victoria and Western Australia were held with a mix of stakeholders from education, philanthropic and not-for-profit organisations. Throughout these workshops, it became apparent that there exists and is a desire for ...

1. Different models of collaboration for different phases in the life cycle of relationships between philanthropy and education. For example, in the *Hands on Learning Australia (HOLA)* case (see p. 30), the models have evolved as follows:



2. Multi-directional relationships, whereby anyone could initiate a connection, with both partners learning and benefiting from the relationship. For example, in the *Supporting Parents, Developing Children* case (see p. 45) the partnerships originate and are embedded in the needs of the local community, as depicted below.



3. Multiple-faceted connections (business, government, families and the wider community) and combinations (philanthropy may kick-start a relationship but then stays on or returns to the relationship 'with' another group). For example, in the Fogarty EDvance case (see p. 42), it is the diversity of partners that helps bring fresh perspectives to tackle an issue that alone may be difficult to address.



(Fogarty Foundation, government and catholic education and business work with multiple schools)

If you look at the cases section in this *Guide* (see p. 29), you will find examples of different collaborative models and very specific guiding principles and practices as they relate to that case and the relationships within it. For example, the Kids Thrive's approach is relationship-centred and local child driven, (see p. 56). Unsurprisingly, in their connections with philanthropy and schools, they are guided by the principle:

Create child-led community building: Kids Thrive provides the expertise to support children to forge the relationships in their community so that the children communicate with groups directly themselves. In doing so, there is a new generation of children who are learning to connect within their community themselves.

Guiding principles for collaboration

At a broader level, the discussions held at the 'models of collaboration workshops' led to the emergence of four recurring principles and related practices. These are outlined below and are intended to support those considering new relationships or reviewing existing collaborations.

1. Strong and resilient collaborations between education and philanthropy establish the foundations

"Working together would give grantmakers a chance to put their heads together, share intelligence and perhaps arrive at more carefully considered decisions."

In practice, this will involve collaborators demonstrating...

- **Authenticity** – Partnerships and collaborations need to be genuine for both partners. The entry point is a conversation.
- **Flexibility** – There needs to be some flexibility in the relationship, as needs and priorities sometimes shift.
- **Trust** – Trust is very important and should underpin the relationship.
- **Respect with challenging debate** – Partners should have shared goals, but may not always have shared motivations. But if partners are respectful of the opinions of others healthy debate should be encouraged and traditional or western ways of thinking and knowing challenged.
- **Equity** – Partners must be given the opportunity to contribute, with an understanding that everyone can bring something different and of equal value to the table. The relationship should not be focussed on a 'power balance'.

2. Strong and resilient collaborations between education and philanthropy have clarity of purpose and position

*"Clarity on where we fit in wider society is essential for effective engagement with governments and corporations ... It is also essential when defining relationships with the not-for-profit sector, and individual grantee partnerships."*¹²

In practice, this will involve collaborators demonstrating...

- **Shared goals** – Collaboration should be established for the specific purpose of achieving shared goals.
- **Roles and responsibilities** – All partners need to be clear on what their obligations and responsibilities are and what they expect of their colleagues. This should be outlined in clear, shared documentation.
- **Understanding** – Time should be taken to understand the context in which each partner is working. Identify and analyse assumptions in order to possibly challenge perceptions and misconceptions – yours and others.
- **Honest and open communications** – The starting point for developing trust is two-way learning and conversation. This means showing equal respect for other ways of thinking and knowing and could help prevent misunderstandings and potential project crises. Collaboration across organisations with different perspectives and structures can be problematic so clear communication is key.

3. Strong and resilient collaborations between education and philanthropy build capacity

*"Both parties will aim to build local skills and resources in the context of their collaborative efforts. Though this may not be possible in all contexts, both parties should work together to always ensure that their efforts do not undermine local capacity."*¹³

- *In practice, this will involve collaborators demonstrating...*
- **Philanthropy is about more than dollars** – Many philanthropic foundations and trusts can offer expertise, brokerage, networks

Portland House Foundation) (2012). *Hallmarks and next steps for Australia's philanthropy coming of age as a business*. - <http://ozphilanthropy.com/2012/09/11/hallmarks-and-next-steps-for-australias-philanthropy-coming-of-age-as-a-business-philhaus12/>

13 United Nations (2008). *Guiding Principles for Public-Private Collaboration for Humanitarian Action* - <http://business.un.org/en/documents/257>

12 Genevieve Timmons (Philanthropic Executive,

and advice to help build capacity. Mindsets need to 'shift' to this partnership model.

- *A focus on positive inputs* – In any partnership, some will have less time and less expertise than others so focus on what skills and local knowledge *can* be brought to the table, not on a deficit model.
- *Maximising existing networks and relationships* – Consider who in your 'sphere of influence' could assist in capacity building (e.g. a dynamic Parents and Citizens' group or Schools Connect Australia).
- *Creating a network of 'champions'* – Often relationships are created by strong personalities - a dynamic initiator. Share the vision, responsibilities and passion to build the knowledge and skills of others to help promote your project.

4. Strong and resilient collaborations between education and philanthropy are driven by need

In practice, this will involve collaborators demonstrating...

- *Focus* – When developing a model of collaboration in education, the child should always be at the centre to remind us of our objectives.
- *Listening and sharing* – Clear needs assessment should be developed *with* the local community/school; they understand the context so listen and understand that context. Consider a 'clustered' approach to identifying needs (i.e. a group of schools working together and pooling resources to identify needs and build external relationships). Schools already have the structures in place to do this, such as regional associations or professional associations.



Collective impact: a framework from the United States

*"The idea behind collective impact is simple. In order to create large scale and durable improvements on complex issues, such as high school graduation rates, crime or mental health, organisations have to abandon individual agendas and activities in favour of collective approach that emphasises orchestrated and concurrent action on all dimensions of the challenge."*¹⁴

Faced with numerous issues in their public education system in recent years, American philanthropic foundations and trusts, and not-for-profit organisations have been pursuing a range of collaborative strategies to help address their concerns. One key approach that has flourished in the last year or so revolves around the concept of *collective impact*, considered a significant strategy for solving systemic challenges. At its core is the belief that large-scale social change can never be fully realised by individual interventions; what is needed is cross-sector coordination.

According to John Kania and Mark Kramer, writing in 2011 for the *Stanford Social Innovation Review*, collective impact is *"not merely a matter of encouraging more collaboration or public-private partnerships. It requires a systemic approach to social impact that focuses on the relationships between organisations and the progress toward shared objectives"*.¹⁵ Kania and Kramer argue that three conditions must be in place before launching a collective impact initiative - an influential champion, adequate financial resources, and a sense of urgency for change - and that collective impact has five key aspects:

- **A common agenda** - all participants involved in a collaboration must have a shared vision for change and a joint

approach to solutions. Participants don't have to agree with all *dimensions* of the problem, but they must agree on the main goals.

- **Shared measurement systems** - a common agenda needs to be aligned with agreement on ways success will be measured and reported. This will ensure accountability and the sharing of lessons learnt in terms of successes and failures.
- **Mutually reinforcing activities** - each participant should be encouraged to complete specific activities aligned to what they, as individuals or organisations, excel at, as long as these activities support and coordinate with the actions of others.
- **Continuous communication** - trust between organisations takes time, but it is critical. Communication is key and participants must be heard equally and feel that decisions are made objectively, not based on the priorities of individual organisations.
- **Backbone support organisations** - supporting infrastructure, with staff who have very specific sets of skills is vital to coordination and successful collaboration. This will be the "backbone for the entire initiative"

Since its conception, there have been numerous debates about the strengths and limitations of *Collective Impact*. Table 1 below provides a 'snapshot' of some of those debates. This is not intended to suggest that *Collective Impact* as an approach is 'right or wrong', but merely to highlight areas for consideration that have been raised in understanding the concept. If you are interested in knowing more about *Collective Impact* see the *Further Reading* section of this *Guide*.

¹⁴ Cabaj, M. (2012). *Collective Impact & Shared Measurement: Tough But Necessary*. http://tamarackcc.ca/files/collective_impact_shared_measurement_-_m_cabaj.pdf

¹⁵ Kania, J. and Kramer, M. "Collective Impact," *Stanford Social Innovation Review*, Winter 2011. http://www.ssireview.org/articles/entry/collective_impact

Table 1: Collective impact – strengths and limitations

Key aspect	Strength	Limitation
A common agenda	— Keeps participants focussed on the main goal/objectives.	— This may undermine the key values of participants. For example, Foundations have a legal, fiduciary responsibility to support ideas that are consistent with their missions and bylaws. The common approach could put them at real risk of supporting activities contrary to their missions.
	— A common approach has the potential to have a greater impact than isolated/individual approaches that may appear mutually exclusive.	— Different visions and values represent the real strength of the not-for-profit sector and explain its growth and diversity. — Does consensus always lead to the most appropriate and effective action or does it simply represent the path with least resistance or least objectionable option?
Shared measurement systems	— Ensures accountability of all participants.	— Agreed indicators may not adequately reflect important nuances of the work.
	— Enables capture of success and failures for lessons learnt.	— Agreeing on common indicators is amplified by the silo nature of many organisations that are used to reporting on data according to their own defined target groups and guidelines.
	— Aids agreement of and focus on shared goals.	— These systems can be expensive – gathering data and reporting on it takes time and resources.
	— Instead of each participant organisation's success being measured by meeting outcomes with specific clients, everyone's success is measured based on the impact on the overall community result.	— Many community change efforts cannot be quantified. — Participants can be unwilling to use feedback/ measurement data to inform their thinking and planning. — Caution must be taken in taking 'causal credit' for all improvements in a particular area/situation. Consideration should be given to all possible causes, not just the collective action.
Mutually reinforcing activities	— Brings a strength-based approach, utilising the skills and expertise of individuals and individual organisations for the common good.	— Each participant, whether as an individual or organisation, has unique perspectives and specific needs and obligations. Creating positive dynamics and clear expectations can be a significant challenge and be extremely time consuming.
	— Each participant contributes their own strengths in a coordinated way, without a sense of power imbalance (with one organisation dominating).	— Change efforts need to be working <i>with</i> the community, not simply <i>doing things to</i> the community. Members of the community need to be active in leading and directing social change in the long-term.
	— Participants have the opportunity to tailor their involvement based upon their specific areas of expertise and focus rather than trying to implement an entire spectrum of possible solutions alone.	

Key aspect	Strength	Limitation
Continuous communication	— Open communication aids trust.	— Trust takes time and energy to achieve.
	— A 'vulnerability' approach ensures that organisations are honest about what's not working for them and why they need help from the group so that the collective can work together on solutions.	— But time has to been spent building trust to ensure that disagreement or conflict between participants is <i>constructive</i> not <i>destructive</i> .
Backbone support organisations	— This builds a basis for long term cooperation, rather than short-term problem-solving.	— Is it realistic to expect organisations to remain focussed on one issue in the long-term? If a long-term perspective is essential, what level of discipline is required for participants to stay on task for years?
	— The support organisation can be funded in a range of ways, perhaps supported by members or by an entirely different funding body.	— Organisations (e.g. government entities and corporations) have legitimately different time demands driving their decision making.
	— Collective group members could decide to be the backbone and not do the work themselves but facilitate others to do it.	— A change in organisational leadership may mean a changing commitment to the collective in the long-term.



Education and philanthropy: learning how to unleash the power of collaboration

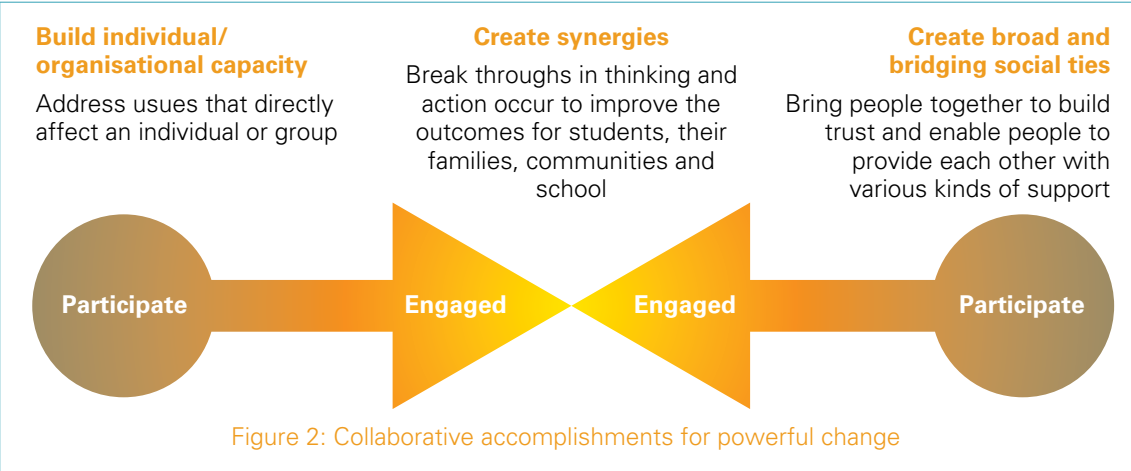


Figure 2: Collaborative accomplishments for powerful change

If collaboration is a ‘good thing’ to do, then why can it be difficult to...

- do well?
- do well over a sustained period of time?
- do well to bring about positive changes for learners?

Drawing on ‘our cousins’ from the field of health, they have found that collaborative processes are needed to achieve three closely related collaborative accomplishments:

- build individual /organisation capacity;
- create broad and bridging ties; and
- create synergies.

All three accomplishments are said to be needed to have a significant impact (see Figure 2)

LLEAP is discovering that collaboration is a dynamic and context and culturally appropriate practice. That it takes continuous interaction, active listening, organisation and degrees of connection: from participation to engagement.

For the purposes of this tool, to participate means ‘being present’ metaphorically and/ or literally. For example, a grant is given to an individual or organisation to carry out a project.

The closer the collaborative practices in the two outer domains of Figure 2 move along the continuum to engaged, so too do higher

degrees of connection reflected in reciprocity-type collaborative practices become the norm. For example, the partners in the project share responsibilities towards achieving the identified outcomes for learners.

How could you use this tool?

This may depend on what phase you are in your project (the ‘what’) and your relationship with education or philanthropy (the ‘how’). So keeping these in mind you could use this tool on your own or jointly, dare we say collaboratively, as a prompt to:

Identify (Without reference to Figure 2)

- What collaborative practices do I/we undertake now?
- In my/our wildest dreams what collaborative practices could I/we do in the future?
- Are there any barriers that are standing in my/our way now?

Analyse (In reference to Figure 2)

- Which of the domains do my/our collaborative practices currently sit? On what basis, do I/we think so?
- Where along a continuum from participate to engage do these practices sit? On what basis, do I/we think so?

Action

- What might I/we need to do more or less of to make the changes I/we seek for learners?
- (If nearing the end or completed a project or relationship) On reflection, are there new and/or better and/or different ways we could collaborate next time?

To assist you in responding to the questions above, you may also wish to use Table 2 as a tool to help you with your thoughts.

Table 2: Domains for collaboration and degrees of connection

collaborative accomplishments*	participate	engage
	Examples from LLEAP	Examples from LLEAP
build individual / organisational capacity address issues that directly affect an individual or group	give or receive a grant access equipment access information	understand needs, opportunities and priorities mutual guidance on ‘how to’ ... support with marketing offer or seek advice encouragement and motivation
	My/our examples	My/our examples
create broad and bridging social ties bring people together to build trust and enable people to provide each other with various kinds of support	Examples from LLEAP	Examples from LLEAP
	listen to speakers membership of a group(s) attend gatherings host a discussion	relationships go beyond immediate network convene a group broker an introduction(s)
	My/our examples	My/our examples

* The three collaborative accomplishments in Figure 2 have been adapted from Lasker, R.D. and Weiss, E.S. (2003) ‘Broadening participation in community problem solving: a multidisciplinary model to support collaborative practice and research’ in Journal of Urban Health, Vol. 80, No. 1: 14-47.



Strategies for improving engagement

From the LLEAP 2011 Survey responses, we developed a list of 10 factors for effective engagement of philanthropy in education. These are:

- a ‘good fit’
 - build capacity
 - make informed decisions
 - have appropriate knowledge
 - commit appropriate resources
- role clarity
 - reciprocity
 - relationships based on trust
 - good communications
 - impact focused

In the 2012 LLEAP survey we asked people to identify from this list the ‘most important’ (in addition to ‘good fit’, which was seen by all as critical) and the ‘most challenging’ factor for effective engagement. Across schools, not-for-profits and philanthropics, these were identified as follows:

Most important factor for ...

Schools	Not-for-Profits	Philanthropics
capacity building by the grantee (e.g. improve knowledge and capabilities of grantees)	having effective communications (e.g. communicating clearly and openly)	having made well-informed decisions (e.g. evidence-based identification of need)

Most challenging factor for ...

Schools	Not-for-Profits	Philanthropics
a ‘good fit’ (e.g. aligned values, objectives, priorities)	having committed appropriate levels resourcing (e.g. longer-term granting relevant to the needs of the project)	being impact focused (e.g. clarity around what is being sought to change)

We also asked people from schools, philanthropy and not-for-profit organisations to identify the main **barrier** they faced in grant seeking and grant making. The table below provides a summary of the top three barriers from each group.

Schools	Not-for-profits	Philanthropics
individual and organisational capacity issues (time, experience, expertise, people available)	individual and organisational capacity issues (time, funds for staff and development costs)	structural issues (tax status requirement constraints; historical set up and practice; narrow funding priorities)
knowledge and access issues (awareness, relevance, ease, opportunity)	collaboration issues (time needed to identify and develop deep understanding)	collaboration issues (‘how to’, ‘who with’ and lack of collaboration between prospective grant recipients)
matching issues (effort vs success; need vs offering; geography vs eligible partners)	matching issues (single vs multi-year funding; need vs offering; short-term vs long-term impact; prevention vs crisis intervention)	matching issues (long-term vs short-term grant; immediate vs bigger picture change; which need to address)

Questions for consideration:

- Do any of these resonate with your current or previous experiences?
- How have you addressed these factors, or how might you?

We thought we’d ‘test’ some of these factors with our case study participants and find out how they have reinforced the importance of a particular factor or addressed a challenging one. Our survey respondents also provided some strategies for addressing barriers . Below is a summary of these combined suggested approaches.

Capacity building

- ☑ **For schools** - Make the most of existing networks and structures to help build partnership opportunities (e.g. establish a sub committee of your school council to focus on community partnerships, ask parents’ associations to assist you, or form an education community of neighbouring schools to share ideas and networks).
- ☑ **For schools** - A not-for-profit with a specialist focus can take the burden off schools to do a program themselves. Are there not-for-profits in your community that could work in partnership with your school around a particular area?
- ☑ **For not-for-profits and schools** - Seek advice from experts who might be willing to share their time and expertise (e.g. from high performing executives in multi national-companies who may be happy to share their networks or help you build relationships in the community).
- ☑ **For schools and not-for-profits** - Create a grant calendar and annual plan for more efficient allocation of time and resources and to avoid the last minute ‘dash to the deadline’. Gather all material and documents relating to your project (e.g. tax documents and financial statements) and possible grants in a central location.
- ☑ **For not-for-profits, philanthropy and schools** - Consider sharing your experiences in a particular project with others via an online portal or a community consultation process. This facilitates learning across all realms of activity and sectors. Collaboration is not about ‘what’s in it for us’ but what we

each do around a skills or resource base. Sharing skills, knowledge and resources is critical to building capacity.

- ☑ **For not-for-profits, philanthropy and schools** - Building the capacity of each partner in a project (whether not-for-profit, school or philanthropic organisation) is vital, because some may have good intentions but no capacity to implement. Embedding a longer-term project in organisational strategic plans means that organisations will *need* to resource the initiative and address capacity issues.

Having effective communications, knowledge and access

- ☑ **For not-for-profits** - A not-for-profit organisation can take the burden off reporting from schools; they become the lynchpin between the school and the philanthropic supporter(s).
- ☑ **For not-for-profits and schools** - Send updates and progress reports to interested parties, whether you have received funding from them or not.
- ☑ **For not-for-profits, philanthropy and schools** - Consider site visits or local ideas symposiums to assist in communications and dissemination of information, as well as encouraging local ownership of an initiative.
- ☑ **For not-for-profits, philanthropy and schools** – Where possible, lobby and share what you are doing at the local, state/territory and Federal government levels.
- ☑ **For not-for-profits, philanthropy and schools** – Be prepared to share information on unsuccessful projects, not just the successful ones. Lessons learnt from ‘failed’ activities can be extremely valuable.
- ☑ **For not-for-profits , philanthropy and schools** - Communication works best when partners meet around the table with ‘all their cards showing’. Honesty and really listening to what everyone is saying strengthens the relationships.
- ☑ **For not-for-profits, philanthropy and schools** - A project should not be personality driven. Partners may not get along on a personal level but if they are aligned around values and goals and have clear communication processes, then they we can connect and move forward.

- ✔ **For not-for-profits, philanthropy and schools** – When communicating with partners or stakeholders, polite persistence can be important in terms of communication; people are busy and may not always respond immediately, but persevere.

Having made well-informed decisions and structural issues

- ✔ **For not-for-profits, philanthropy and schools** - Consider conducting a scoping study to understand the community and its needs. This will help guide your initiative and ensure that intended outcomes are clear and agreed upon. Incorporating the views of key stakeholders will inform project development.
- ✔ **For philanthropics** - Meet with those who fund in the education sector as well as prospective grant applicants. Undertake an environmental scan of current policies and issues relevant to geographic areas where the trust or foundation funds.

A ‘Good Fit’, matching and collaboration

- ✔ **For schools** - Find not-for-profits to partner with who have DGR status, but ensure that these are genuine partnerships not just conduit opportunities.
- ✔ **For philanthropics** - Build cross-sector partnerships between schools and not-for-profits so the not-for-profit can receive the grant for use by the partnership. Offer suggestions on who a group might consider partnering with.
- ✔ **For philanthropics** - Consider promoting projects to the corporate sector for sponsorship support.
- ✔ **For not-for-profits and schools** - Ring a prospective supporter and discuss ‘fit’ with your project. One-on-one conversations with potential partners are extremely valuable, especially when exploring how you might work together and how they might ‘shape’ your project.
- ✔ **For not-for-profits and philanthropy** - Collaborate with existing funders to identify additional supporters with similar interests and/or engage in joint funding arrangements. Pooled funding approaches are an effective way to overcome short durations of funding or limited amounts of funding from any one trust or foundation.

- ✔ **For not-for-profits, philanthropy and schools** - Knowing potential partners and understanding the context you are working in (i.e. school or philanthropic organisations) will help facilitate connections and enable appropriate ‘translation’ across the sectors.
- ✔ **For not-for-profits, philanthropy and schools** - Partners should be able to agree on a common area of need to ensure that their goals are aligned and connected.
- ✔ **For not-for-profits, philanthropy and schools** - We know it can be difficult for people with mutual areas of interest to connect, especially if they don’t know that the other exists. To help address this, we’ve created a LLEAP online networking tool via: www.acer.edu.au/lleap Read more about it at the end of this section (see p. 25).

Having committed appropriate levels of resourcing

- ✔ **For schools** - If possible, dedicate a role to ongoing relationship building and/or grant writing.
- ✔ **For not-for-profits** - Consolidate activities to streamline program development and resource usage.
- ✔ **For philanthropics** – Consider focusing effort at the local or regional level through a place-based approach.
- ✔ **For not-for-profits and schools** - Build into your budget the necessary funding leadership, project management, coordination, monitoring and evaluation. Be more honest and communicative with donors around the need to allocate funds to administrative costs.
- ✔ **For not-for-profits and schools** – Explore opportunities for in-kind support from experts that can model activities for schools.
- ✔ **For not-for-profits and philanthropy** - Consider catering for different possibilities, such as short-term gifting and/or explicit longer-term funding according to the needs of specific initiatives.

Being impact focused

- ✔ **For not-for-profits and schools** - Gather information around student outcomes in your project so that you remain impact focussed when talking to potential supporters.

- ✔ **For not-for-profits and schools** – Do your research and understand what impact each potential partner is looking to have (i.e. what does impact mean to them?). Never lose sight of the end goal.
- ✔ **For not-for-profits and schools** – Consider setting up an evaluation team to keep the focus on intended outcomes and measuring impact throughout the project. Make these evaluations available to other potential grant makers.
- ✔ **For philanthropics** - Set up a separate impact program area in education. This will enable allocation of funds to the ‘bigger picture’ and long-term projects. Immediate needs projects can explicitly fit within these impact areas.
- ✔ **For not-for-profits, philanthropy and schools** - Consider whether the project that is being funded can be developed into a model for others to benefit from too.

LLEAP online networking tool

It can be difficult to make connections with other groups who share your interests, especially if you don’t know who’s ‘out there’. So, in the LLEAP Survey we asked philanthropic and not-for-profit participants to tell us what their organisation’s key areas of interest were (e.g. improving student retention; science-based learning etc) with a view to making some connections. Based on that information (and with the permission of those participants) we have created an online networking tool to help networking around areas of shared interest. At a glance, you can click on an organisation and see a chart with that organisation’s areas of interest. This may encourage new connections to be made through the person or when looking directly at the organisation’s website for more information. Each organisation listed on the website will be offered a login so they can update their areas of interest at any time. Go to: <http://www.acer.edu.au/lleap>

Tips for grant seekers and grant makers

Last year we asked philanthropic organisations, not-for-profits and schools to provide some useful tips around the grant application ‘journey’. These are presented again here with **some new and updated tips**.

Tips for grant seekers

Pre-application

- ✔ Get ‘the story’ or case outlined: Know your project well and believe in it. Are you ready to accept a grant and progress the project within the granting timeframe?
- ✔ Do some background research on the different types of foundations and trusts. Have someone who is passionate and knowledgeable about your project make contact with foundations or trusts who might be a ‘good fit’. Read their funding principles, conditions and guidelines.
- ✔ Just because one foundation does not require a specific piece of information, this does not mean that another foundation won’t.
- ✔ Be clear whether a foundation has a preference for discrete stand alone projects or whether the project can be part of a larger project. First cuts can be the deepest, so make sure what you are seeking to do or how you are seeking to do it is a good fit with your potential supporter.

Application

- ✔ Not sure about your Tax Status eligibility for a grant? Check with your financial advisor or the Australian Government’s ABN Lookup website (see <http://abr.business.gov.au>).
- ✔ Don’t forget to include (and where appropriate quantify in dollar terms) in-kind contributions (e.g. teachers’ salary, volunteer time that might otherwise incur a dollar cost) in your budget. But don’t confuse in-kind and dollars and be clear exactly what part of your project you are asking the grant maker to fund.
- ✔ Take into account what a grant maker will and won’t fund, and total dollar amount they are likely to fund (previous successful grant recipient information in a foundation or trust’s Annual Report or on their website can

help you out here). But don't water down your budget. Be realistic. There is no point being funded for a project that may well fall over half way through its implementation because you have run out of funds. Don't over-promise and under-deliver!

- ☑ Ensure that questions are carefully read, what is the grant maker asking? If you are not sure many grant makers are happy to provide clarity. A great example is looking at questions around risk . What grant makers actually want to know is whether risk has been considered and mitigated.
- ☑ Don't assume that a question about evaluation just means doing post-project surveys and taking photos. Try clearly identifying your goals, strategies, outputs, outcomes and expected impact in a table; this can then be referred to in the acquittal. Even if grant makers haven't asked specifically for it, they will be impressed by a systematic approach.
- ☑ What type of grant maker are you applying to? What language is required? Avoid jargon unless it is absolutely necessary.
- ☑ Avoid generic funding applications. Make sure you address the specific interests, priorities and requirements of the grant maker you are applying to.
- ☑ If you are unsuccessful in your application, seek feedback, many grant makers may welcome grant seekers calling for this, especially if they are planning on applying again. This is all part of building the relationship. At the very least, grant seekers could look at generic feedback reports or lists of who has been funded.

Acquittal

- ☑ Before you get to the acquittal stage, keep track of your progress and keep in touch with the grant maker throughout the journey, sharing any delays and setbacks along the way. Tell the truth about things that didn't work, grant makers appreciate this as part of their own learning. Setbacks do happen, but misunderstandings and 'nasty surprises' can be avoided with good communication and honesty.
- ☑ Share both intended and unintended outcomes with the grant maker.
- ☑ Acquit your grant in a timely manner. If

you were eligible to apply again to the same foundation or trust, you will be asked whether you submitted an acquittal last time.

- ☑ Ask the grant maker to share the results of your project within their networks.
- ☑ With a few tweaks, think how else what you have prepared could be used (e.g. communications with your board or parent body, an article, within your strategic plan).

Tips for grant makers

Pre-application

- ☑ Do you have a process for recording enquiries about your grant program(s)? Collate and analyse these . These can not only inform your decision making, but they can be framed as FAQs on your website.
- ☑ Group all relevant information about your education grant together, for each phase of the grant process. Your website shouldn't feel like a 'treasure hunt' for grant seekers .
- ☑ If you are unable to take pre-application enquiries directly over the phone, do you have an alternative option for grant seekers? (e.g. submit a question via email, with a note that enquiries will be replied to by return email at the end of each week).
- ☑ If your foundation or trust is not a good fit for the potential grant seeker , does your website include links to other possible sources of support? (e.g. search tools).
- ☑ Could you be collaborating with another foundation(s) or trust(s)? Could you be engaging with your target group in the formation of your grant scope and focus? Not-for-profits and school participants in the LLEAP project sought more engagement at the front-end of education grant making so grants could be even more effective.

Application

- ☑ Tell people you have updated your guidelines and/or application form. An astute grant seeker will know to check your website prior to putting in their application. But they may not pick up any subtle, yet potentially significant, changes. "Please note our guidelines for the 'XXXXXX' education grant have been updated in the area(s) ..." (and include a date when the guidelines were updated).

- ☑ Provide a simple summary checklist of all the critical information and documentation that an applicant will need to have included with their application (e.g. copies of their Tax Status etc).
- ☑ If at all possible, could information about the grant amount be provided or at least a guide based on the previous year?
- ☑ Part of a grant seeker 's decision making is to weigh up the amount of the grant versus what the project will require. (Does what is being asked of a grant seeker by a grant maker seem way too much for the dollar amount they are offering?). Grant seekers will not want to waste your time or theirs.
- ☑ Be an inquiring grant maker in education. This might include, bringing successful grant recipients together for a facilitated conversation about a key challenge they face and that you, as the grant maker face. Or taking the time to participate in a cultural awareness program to develop a greater appreciation for the people you seek to invest in. Or offer a simple anonymous avenue of feedback (such as a survey) for successful and unsuccessful grant recipients, and /or those who are just 'passing through' your website and considering whether or not to proceed further. This tool should be separate from your application or acquittal forms.

Examples of open and/or closed questions might include:

1. How did you find out about our grant program? (tick as many as relevant)

☐ the [insert name of your foundation or trust] website

☐ word of mouth from a friend or colleague

☐ read about it in an advertisement

☐ you were a previous applicant

☐ saw it in a grant directory (online or hard copy) (please specify):

☐ from another foundation or trust (please specify)

☐ facebook

☐ twitter

☐ other (please specify):
2. Was our application form easy to understand?

☐ Yes

☐ No
3. Were our guidelines helpful in the preparation of your application?

☐ Yes

☐ No
4. Which aspect of our application was the most difficult to provide information on? (Please select one)

☐ [list each section of your application form as a separate item]

☐ none
5. Including the pre-application phase, how long did it take to prepare your application? (Please select one)

☐ less than one day

☐ three – five days

☐ one – two days

☐ over five days

6. How many people were involved in the preparation of your application?

☐ one person

☐ four – five people

☐ two –three people

☐ over five people

7. Aside from financial support, what is the other greatest area of support we might offer? (Please select one)

☐ broker relationships with other potential supporters with similar interests

☐ access to facilities

☐ skill development in budgeting

☐ skill development in media relations

☐ general professional expertise in project management

☐ bring you together to network and learn from other successful applicants

☐ other (please specify):

Acquittal

☒ Don't make it too onerous.

☒ Can you communicate with grant seekers how you will use the feedback you gather from the acquittal forms? For example, will it be used to inform your decision making about priority areas in the future or the development of FAQs for other prospective grant applicants or will it be used in some other way?

☒ Can a grant seeker see your acquittal form on your website? What they have to do to acquit a grant is part of their decision making about whether they will apply.

A practical Guide to grow your ideas in education for maximum impact

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Collaboration in practice: case studies

The case studies focus on a variety of collaborative relationships, in numerous configurations. While not an exact science, icons (below) have been used to help show the key partners in these models of collaboration:

Philanthropy

Not-for-profit

School

Government

Catholic Church

Business

Community

Families

You may wish to choose a case based on the relationships, case title or because of some other feature that grabs your interest!

Case study	Partners involved	Page
Hands On Learning Australia		30
Education Benalla		34
School Passport System		38
Fogarty EDvance		42
Supporting Parents – Developing Children		45
Doveton College		48
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InSchools Philanthropy		56
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Cases from overseas		
Donors Choose – United States of America		74
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Education Endowment Foundation – England		80

Hands On Learning Australia (HOLA)

Established in 1999, Hands On Learning Australia is a harm prevention charity that helps schools deliver best practice in-school programs for students most at risk of dropping out. Fourteen years ago HOLA began in one school; its methodology now runs in 24 Victorian schools and one Queensland school. The program is boosting student confidence, school attendance and retention. For more information go to: <http://handsonlearning.org.au>



Governance

Hands On Learning Australia (HOLA) is an independent not-for-profit harm prevention charitable organisation. The governance structure of HOLA consists of two-tiers. There is a six member Board and a HOLA operations team. This includes the CEO and core staff of

about five full-time equivalents who work with school Hands On Learning method (HOL) teams.

Initially, the board membership evolved out of relations with Social Ventures Australia (SVA) who had worked closely with HOLA in its early days. An early function of the Board was to ensure that HOLA was able to receive tax deductible donations and transparently pass these

on to schools wishing to use HOL to support their disadvantaged students. HOLA is listed on the Harm Prevention Register, has Item 1 Deductible Gift Recipient Tax Status, and Tax Concession Charity status.

Having a Board also offered another way for supporters of HOLA to become closely engaged in the work. For HOLA and the schools it sought to support, formalising HOLA as a not-for-profit meant it could be the single point of contact, enabling philanthropics to reach many schools. It also meant HOLA became

the custodian of the methodology allowing it to maintain quality, continually review and refine the method in order to optimise its impact.

Over time, the membership of the Board has changed. One of the members, for example, is a former HOLA student. Another is a former senior education bureaucrat. These member perspectives help translate the HOLA strategy to key stakeholders and vice versa. Overall, Board members bring strategic, legal, accountability and passion perspectives to the work of HOLA. In addition, Her Excellency Quentin Bryce AC, Governor-General of the Commonwealth of Australia is their patron.

HOL was developed in 1999. HOLA was founded in 2008 and is about to move into a full review of the Board and operations team: "A coming of age type of activity for HOLA," Russell Kerr, CEO of HOLA, remarks.

Innovation

As a teacher at Frankston High School, Russell Kerr had been thinking about how to address the issues of student engagement. The not-for-profit organisation, 'Hands on Learning Australia', has evolved over a number of years. Its methodology acts to change the experience of learning at school for students. The students come out of class for one day per week, but stay in school, to undertake 'real world' creative construction projects with two specialist staff. The projects are identified by the school principal or the person who oversees the school grounds and have to be of genuine value to the school and community.

Major shift from last year to this year

Moving HOLA into a growth phase – scaling up

Philanthropists were the catalyst to scaling-up the HOL method into more schools. The

We have some really passionate supporters who have made a long-term commitment to HOLA. This has been critical to our success. (Russell Kerr, CEO HOLA)

Innovations don't come fully formed, they need to be developed. You can waste a lot of money if you don't invest in having the time and freedom to refine and test ideas early on. (Russell Kerr, CEO HOLA)

premise was, if HOL was working at Frankston High School, why couldn't it work for other students in other schools too. HOLA had assumed that government would support this expansion if they could demonstrate success in a range of settings. Consequently, in this scale-up phase there had been a strong focus on securing government support, state and federal, and on revising the funding model of HOLA.

What helped this scaling-up?

1. A revised strategic plan that now gives HOLA another means to communicate to key stakeholders.
2. Revision of the funding model. HOLA now has a seed funding model, coupled with committed long-term supporters who offer money, mentoring and brokerage. This revision has helped to bring more funders into the equation. To this end, The Ian Potter Foundation and The R. E. Ross Trust have most recently assisted.
3. Independent published evaluation identifying the economic, social, emotional and learning benefits for students doing HOL.

What hinders HOLA expansion?

1. When potential supporters do not understand that 'core funding support' in the HOL context means direct school support and therefore student beneficiary support. Often this language can be misunderstood to mean purely funding staff salaries, offices, and other overheads.
2. Getting schools to commit front-end funding in their global budget. HOL needs to be an integral part of what schools do.
3. When the benefits to potential partnerships are not clearly articulated up front by all partners. This can hinder effective decision making.

Model

As HOLA recognised that they needed more "tools in the toolkit to ramp HOL up and grow it" so has the model of engagement with philanthropy evolved. In reality, the models below overlap, but overall three 'waves' of HOLA engagement with philanthropy can be identified.

Models over time	Guiding principles and practices HOLA uses to engage effectively with philanthropy ...
First wave (Individual donor to HOLA)	<ul style="list-style-type: none">✓ <i>Develop a presence:</i> make it known that what you are doing provides a way for people to volunteer or offer financial support for the benefit of students.✓ <i>Tap into your local networks:</i> Develop a register of all the local businesses in the area(s) you wish to seek students in.✓ <i>Build relationships:</i> Tell the story of what you do and why you do it at every opportunity.
Second wave HOLA approaches foundations for support (in-kind and financial), which HOLA then uses to support schools)	<ul style="list-style-type: none">✓ <i>Be disciplined about the documentation for an application:</i> At first HOLA had SVA doing a lot of the documentation and forming of connections. But then HOLA needed to sharpen their own thinking and begin doing this for themselves.✓ <i>Start with groups who are in a position or interested in developing a relationship:</i> with support from others who had greater knowledge of the philanthropic sector at the time, HOLA identified a network of potentially interested supporters.
Third wave (Philanthropic foundations support introductions to other philanthropic supporters)	<ul style="list-style-type: none">✓ <i>Look at how others could carry your message:</i> HOLA now has experiences where philanthropics (individuals and larger foundations or trusts) come to them interested in supporting the work they do or with schools they would like to support in 'tied or untied fund ways'.✓ <i>Sharpen your story and who you are telling it to:</i> With a stronger evidence base to draw on, HOLA now has a dedicated fundraiser and communications person on the team.

Governments are not risk takers and this can lead to systems recycling failed ways. But new educational models are essential for educational change. As a not-for-profit, we have been taking the risk on their behalf. (Russell Kerr, CEO HOLA)

In any innovation you're looking at how a problem can be solved. (Russell Kerr, CEO HOLA)

Factors for effective engagement
(see all 10 factors on p. 22)

The most important factor for HOLA is to build trusting relationships with philanthropics and school principals. The development of trust is facilitated via the credibility that comes from HOLA having "seasoned and passionate teachers" as part of the operations team and a clear understanding of the educational context.

We get schools, and we know schools have a markedly different culture to not-for-profits and philanthropy. (Russell Kerr, CEO HOLA)

Most challenging factor for HOLA

The most challenging factor for HOLA is having schools commit appropriate resources. The HOLA business model requires that a school puts in some money to implement the methodology in their school. This co-funding approach is a first step towards showing a mutual commitment to tackling the student issues that the HOL methodology seeks to address.

Impact

What are the main outcomes?

The bit we care about is that the young people feel part of learning. How you find measures of that is a different game. (Russell Kerr, CEO HOLA)

HOLA seeks to have a positive impact on student intrapersonal, interpersonal, self management (student behavior) and functional literacy and numeracy. Through the methodology, HOLA wants students to have a much better sense of themselves as people and as learners.

Practice related outcomes include, changing the way in which schools lead learning. HOLA develops community as well as school-based projects. In addition, an unanticipated practice outcome has been the use of the HOL methodology in other not-for-profit's work. For example, the Southern Ethnic Advisory and

Advocacy Council uses the HOL method as a vehicle to deliver their own support to newly arrived refugees in schools. "It gives them a plausible positive connection within schools, which can lead to the identification of other forms of support for these students and their families" (Russell Kerr)

How is information gathered?

From existing research: The Victorian Government's On Track¹⁶ data was initially used by HOLA, in the absence of their own data, to develop vignettes about the post-school pathways of Year 10-12 students.

Schools don't have complete sets of data either so we work together to build a better record. (Richard O'Donovan, Business Manager HOLA)

From schools: Baseline and end-of-year data from HOL schools: Student focus plans, reflections, detailed student interpersonal, intrapersonal, literacy and numeracy, retention data.

*From commissioned evaluation*¹⁷: To tell the story of HOL in numbers.

Why numbers? Who is interested in numbers?

We've suspected for years that telling the story of HOL in numbers was an independent evaluation job. The team we commissioned to do the evaluation said they were shocked that the numbers came out as positive as they did. Mostly, they find things cost more than the value of what it is they are evaluating, not less. (Richard O'Donovan, Business Manager HOLA)

How do you share the information gathered and with whom?

HOLA has established and facilitates regular Monday morning meetings that are largely dedicated to professional development and sharing information and experiences across the schools running the HOL method. These meetings often involve invitations to current

¹⁶ On Track is a Victorian Government initiative designed to ensure that Year 10 to 12 government and non government school students are on a pathway to further education, training or employment after leaving school <http://www.education.vic.gov.au/about/research/Pages/ontrack.aspx>

¹⁷ http://handsonlearning.org.au/DAE_investing_in_preventing_ESL_via_HOL_September_2012.pdf

and potential funders, as well as principals and artisan-teachers.

In the school context, cluster meetings allow staff from each school to share their knowledge with education support staff, specialist artisan-teachers and within existing internal meeting structures. HOLA team members also present to schools and use these opportunities to collect stories from teachers. HOLA artisan-teachers constantly communicate with classroom teachers about the progress of HOLA students. These stories are then shared through HOLA newsletters and other media avenues.

Students involved in HOLA are encouraged to make movies, providing an innovation way of sharing the central HOLA messages with their peers.

Quality assurance visits to schools are also a critical component of information sharing and gathering and comprehensive reports are provided to principals annually.

Education Benalla

In response to the high level of socio-economic disadvantage in Benalla, the Tomorrow:Today Foundation developed the Education Benalla Program to improve the educational outcomes of Benalla’s students. The Program actively collaborates across public and private agencies, community groups and businesses to work on shared objectives. The collective impact for Benalla is much greater than if individual organisations worked in isolation. For more information see: <http://www.tomorrowtoday.com.au>



Little Giggles playgroup in action

Governance

The Tomorrow:Today is a Foundation for Rural Community Development and a public company limited by guarantee, incorporated under Corporations Law. It acts as the community foundation for public charitable purposes and has income tax exempt status. Its members are the directors. The company also acts as the trustee of Tomorrow:Today, a Foundation for Rural Community Development Public Fund, which has been endorsed by the Australian Taxation Office as a Tax Concession Charity and Deductible Gift Recipient (DGR).

The Tomorrow:Today Foundation established the Education Benalla Program Committee of Management as a sub-committee of the

Board to oversee the Education Benalla Program. This Committee meets twice a year and consists of three Board members, two major funding partners, and a representative from the Department of Education and Early Childhood Development (DEECD). “We have a very dedicated Board, who give generously of their time,” says Liz Chapman, Director of the Tomorrow:Today Foundation, “this is critical for the Program.”

Innovation

The Education Benalla Program exemplifies a “truly whole of community approach, which is terrific,” says Liz, “it works because of the collaboration across all institutions – government, non-government, community groups and schools.” More importantly, she continues, Education Benalla is moving away from the idea of agencies simply providing more services, to a concept in which agencies and community groups focus on what is *needed* and which organisation is best suited to meet those needs.

What’s been happening in the last twelve months?

For the Education Benalla Program, the main shift in the last year has been in “bedding down” activities within the Program. In the first eighteen months, members of Education Benalla were still piloting activities, ‘testing’ their suitability and determining whether they would reach the desired outcomes. To this end, some activities were altered and others ended. Now, however, activities have been established and the Program has moved into a growth phase,

It’s been fascinating reading about ideas of collective impact in the US, but we’ve actually being doing it. I really like the vulnerability approach...it’s not about someone at the table having authority, or agencies competing, it’s about having honest and open discussions, building trust and sharing successes and challenges.

with participation rates increasing across the Program. Funding partnerships continue with The Ian Potter Foundation, the R.E. Ross Trust and Perpetual – “we really appreciate their support; it goes beyond the dollar amount, but we strive to make each dollar count.” The Kimberly Foundation, Newsboys and George Hicks Foundation have also supported the Education Benalla “*It Takes a Village*” approach, working with the most vulnerable and marginalised families.

Two key initiatives have also been added to the ‘suite’ of activities – the Reading Buddy Program and PEEP (Parents Early Education Partnership).

The Reading Buddy Program provides early intervention for Prep and Grade 1 and 2 students struggling with reading and writing. Early evaluation of the Program indicates very encouraging improvements in the student’s literacy levels as well as their confidence. Trained volunteer Reading Buddies come to the school at regular times each week, spending quality reading, writing and listening time with a student to whom they are ‘matched’. That personal connection is considered as important as the academic benefits, bringing a focus on student wellbeing - a critical component of the Education Benalla Program.

Tomorrow:Today Foundation are partnering with the Victorian Government’s Advancing Country Towns (ACT) initiative to coordinate and deliver PEEP into Benalla as part of their School Readiness & Early Years sub-program. PEEP is a new pre-literacy project that supports parents and carers as first educators and is co-funded by Tomorrow:Today and ACT (with two years of funding).

Liz comments that the timing of PEEP was “serendipitous”; yet such serendipity would not have been possible had Tomorrow:Today not been well placed to take on board a new initiative. As Liz continues, “we had just completed a literacy project, exploring what was working, when the ACT focus turned to Benalla. They were able to advocate for PEEP as a good fit for Benalla based on our research.”

Taking on new initiatives also brings its challenges. For Liz, the main concern was to ensure that any successful programs could be embedded and sustained to meet the long-term objectives. “Resources and initiatives could come and go, but we’re not looking for a

quick fix.” However, the partnership with ACT is working well, with Tomorrow:Today’s understanding of the local context and connections into local government. For example, Tomorrow:Today is part of the ACT reference group, represented by Pat Claridge, Education Benalla’s Program Manager. A substantial undertaking of ACT was to complete a logic framework to help reduce disadvantage in the long-term. This complemented the strategies underpinning the Education Benalla Program. “Ultimately,” continues Liz, “it comes down to being true to our goal of improving education outcomes and working with what we know is making a difference. Building an evidence base will help demonstrate the need to support and sustain these activities into the future, beyond the short-term funding.”

A further challenge this year has been in balancing the growth of participation rates in all activities with the need to maintain quality. How, and at what stage, will each activity’s potential be reached? Many of the benefits of the Education Benalla Program go beyond the individual activities; there is a flow-on effect from children to parents and volunteers. Part of that is the one-on-one interactions between child and child or child and volunteer, but such individualised attention is resource and time intensive. “We also need to ensure,” says Liz, “that we don’t overload our volunteers or take them for granted; we need to continue to support them.”

Finding this balance will continue to be a focus this year, working at both the program office and Board level – “we’ve already had three Board planning meetings this year, additional to our monthly Board meetings, which is an incredible commitment” – these planning sessions give the Board the space to consider strategic issues in detail.

Model

When looking at the various models of engagement, Liz states that ...

Relationships and funding ‘behind the scenes’ are complex in this respect, covering state

I grapple with the language; this is not clear cut for us. Sometimes we are a philanthropic organisation – we give out grants to the community – other times we are a not-for-profit seeking grants. Our ‘status’ really depends on what we are focussing on at that time. Regardless, however, everything we do is aligned with our desire to stimulate the development of Benalla and district.

government, national and state-based philanthropics and community contributions. But engagement with partners is fundamental, as stated in Tomorrow:Today's 2012 *Annual Report*:

Partnerships such as these are hugely important in terms of cash funding but also highly valued where the organisations engage with us in active pursuit of the Program's objectives.

How this model might function and what is meant by 'engage' in the Education Benalla context is presented in the table below.

Factors for effective engagement
(see all 10 factors on p. 22)

For Education Benalla, making informed decisions continues to dominate as the most important factor for effective engagement.

The most challenging factor for effective engagement for the Education Benalla Program is committing appropriate resources. The Program relies on a high level of volunteer input, including from Board members "yet I can't seem to find enough hours each week," says Liz. The Chair, Sally Gamble, commits significant time on a weekly basis to the smooth running of the Foundation. Financially, the Foundation relies on funding partners being able to remain committed to funding Education Benalla at an appropriate level.

Impact

What are the main outcomes?

The Education Benalla Program aims to increase the proportion of Benalla's children who complete Year 12, and who complete their apprenticeship, diploma or degree by age 24. It's a 10-year Program with a commitment to "alter trajectories for Benalla's children, and for Benalla as a district." The desired outcome is that by 2030 the education and training completion rates for Benalla 17-24 year olds will equal or exceed the Victorian State average.

How is information gathered?

Both qualitative and quantitative data are being gathered as part of the Melbourne University evaluation of Education Benalla. Given the long-term objectives, it is still too early to measure impact across the board – the Australian Early Development Index (AEDI) data, for example, will be an important measure but not for another couple of years. Nonetheless, the evaluation report from 2011 has already indicated some 'successes', including:

- *Indications from three playgroups for mothers and 0-2 year olds are that there have been advances in children's capacity to interact, take turns, take direction, sit and engage with activities, demonstrate independence, make choices and generalise these skills at home.*
- *It is evident that playgroup attendance has*

Models over time	Guiding principles and practices Education Benalla uses to engage effectively ...
<p>In its 'status' as a philanthropic community foundation:</p> <p>🟢 → 🖐️ → 📖</p> <p>(Tomorrow:Today Foundation provide grants to community not-for-profits working with schools, kindergartens, playgroups and other community based groups)</p>	<ul style="list-style-type: none">— <i>Stayed focused on the objectives:</i> Tomorrow:Today's Small Community Grants guidelines encourage good ideas that will help build community capacity to achieve the goals of the Education Benalla Program (e.g. categories for funding include youth development, families with young children, and building community connections).
<p>In its 'status' as a not-for-profit seeking funding:</p> <p>🟢 → 🟢 ↔ 🖐️ ↔ 📖 ↔ 🌸</p> <p>(Philanthropics [national and state based] work collaboratively with the Tomorrow:Today Foundation and other not-for-profit community groups and schools, working with the community)</p>	<ul style="list-style-type: none">— <i>Look at your supporters as partners, not just dollars:</i> Representatives from Education Benalla's key funders sit on the management committee and while they don't seek to influence the Program design, "they bring everything they know to the table and are willing to share their knowledge, experience and networks to support the Program."

- already had a mild impact on some of the mums' own educational aspirations*
- *Middle years programs are linking young people to the broader Benalla community through utilising and accessing clubs, societies and activities (Connect9), and through providing maintenance and handyman services (Hands on Learning).*
 - *Connect9 has clearly been strikingly successful at providing opportunities for Year 9 students to develop a significant relationship with adults other than parents*
 - *Design and delivery has been informed and facilitated by extensive networking, promotion and active utilisation of the Tomorrow:Today Foundation Board's personal connections with local community, government and the philanthropic sector.*

How do you share the information gathered and with whom?

The University of Melbourne evaluation findings are presented in a report annually – the 2011 report is publicly available via the Tomorrow:Today Foundation website and the 2012 report will be released shortly.

The Foundation shares evaluation results with current and potential philanthropic partners. For example, a donor's network lunch is being scheduled at which members of Tomorrow:Today will present some of the evaluation findings. The purpose of this event is to celebrate the successes to date, discuss the challenges and canvass future support.

The information gathered through the evaluation is also used by the Education Benalla Committee of Management for planning purposes as the Program enters its second phase of the 10-year Program.

School Passport Program

The Community Development Foundation (CDF) is a charitable not-for-profit organisation in Western Australia, founded in 1999 by Barry Cable and Jenny Day. The mission of the Foundation is to directly relieve poverty, sickness, suffering, distress, misfortune, disability and helplessness in less fortunate communities. The primary initiative for creating change within a community is the CDF Passport Program®, of which there are two programs: The School Passport Program and the Club Passport Program®. Historically, the Foundation's work has had a statewide focus, but in recent years the CDF Passport Program has extended to South Australia and the Northern Territory. To learn more go to: <http://thecdf.com.au/>



Governance

The Community Development Foundation (CDF) is governed by a Board of Directors. The Board comprises the two co-founding directors of the Foundation, a partner from a law firm and a wealth management expert. The board develops the strategic goals for the organisation. The Foundation is endorsed as a charitable institution with Item 1 Deductible Gift Recipient status.

Innovation

The School Passport Program is an incentive-based program. Through the program, the key objectives are to **increase the engagement of the parent(s) and/or carer(s) in the school** and to **increase regular student attendance**. Parents and carers earn points through their involvement in school activities on an hourly basis. The program values the time that parents can give. *One hour earns 10 points which equates to one school dollar.* These school dollars can then be redeemed on the school site for items such as: school uniforms; food and drink at the canteen; stationary; to help pay for excursions and/or incursions; and other items such as school photos or swimming lessons. Activities in which parents can earn points are decided by the school and could include involvement on the Parents and Citizens (P&C) Committee; helping teachers in the classroom and on excursions; coaching

school sporting teams; volunteering at the canteen or uniform shop; mentoring; and assisting with extra-curricular literacy and numeracy classes.

The major shift from last year to this year

The CDF has undergone a review to refine and refocus its activities. Off the back of positive feedback from schools about the then School Passport System, the board established the CDF Passport Program®, instating the School Passport Program and the Club Passport Program® as its flagship programs. As Jenny Day states: "If you have the premise that your program is going to be successful then the question has to be asked, how do you handle going to scale?"

The Foundation was receiving about three new school requests per week for the School Passport Program. The demand was outstretching the resources available. The model relied constantly on the Foundation raising more and more funds. The decision was taken by the Board not to take on any more schools. Instead, they worked out a 'train the trainer' type model with the schools. One school is a 'lighthouse' school in a cluster. The Foundation helps the schools find philanthropic donors, as well as sourcing their own funding to support the program. These donors can be anyone. For example, Medina Primary School, located in a low socio-economic area about 40 kms from Perth, has negotiated with the local BP petrol station themselves. Staff from the station have come to value the Passport Program highly and, as a result, now volunteer to run the school's canteen on a Friday. Before the Passport Program was implemented, the

The program acts as an incentive for parents to come into the school and creates a mechanism for positive habits to form. (Jenny Day, Co-Founding Director, Community Development Foundation)



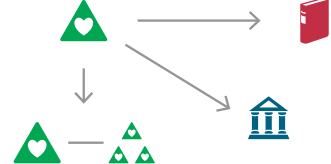
canteen had to be closed and the children were opting for less healthy food options from other shops. With the canteen up-and-running again, the money spent outside the school is now being channeled back into the school. In addition, the school has moved from two to sixty-five volunteers per week. From one small but significant act, parent presence around the school has increased.

The Foundation realised that the current funding model was not going to be sustainable. They identified that they needed to get other agencies and government supporting the programs too. In addition to widening the 'partner' base for the

program, a simple way to monitor and measure change has also been developed, called the online computer program, which gives people access to the results online. In doing so, this is making the impact of the program transparent. A school can monitor their results through their School Passport Officer or the Chaplin from the school. The school, the Foundation and the education department have administrator rights to access and update information.

Factors for effective engagement (see all 10 factors on p. 22)

An important factor for effective engagement of the school in the program is to build the

Models over time	Guiding principles and practices that The Community Development Foundation use to engage effectively with philanthropy ...
<p>First wave</p> <p> (A \$750,000 grant from individual philanthropic donors and philanthropic foundation(s) to The Community Development Foundation (CDF) who then uses the donation to support the school run the School Passport Program)</p>	<ul style="list-style-type: none">— <i>Always develop a presence through positive outcomes</i> – Schools hear about the Passport Program through its successes and sharing of information. "People hear about the Program from other sources, not directly from us, the information filters through."— <i>Tap into local networks and create an assets register of who has what skills/resources/services</i> – When schools approach CDF, the Foundation goes to the school and works with the administration AND parents. From these conversations they learn what is happening in the broader community; which service is offering what; which agency has targets and performance indicators that align with what the Passport Program seeks to achieve; and how can they work together. This creates a whole of community approach.
<p>Second wave</p> <p> (CDF approaches state government for support and with philanthropic support expands the number of schools who can run the program)</p>	<ul style="list-style-type: none">— <i>Build relationships</i> – This lies at the core of the Passport Program and remains consistent throughout the Program's implementation. "Celebrate the successes as they go. The Program gives clients, parents and community members a record of their community engagement – no longer is the school working in isolation."— <i>Demonstrate impact</i> – Through gathering data, CDF is able to demonstrate to philanthropic supporters how their money is being spent and the impact from those dollars.
<p>Third wave</p> <p> (e.g. Hub model. CDF assist schools and philanthropic donors connect at the local level and CDF sources additional support from state government)</p>	<ul style="list-style-type: none">— <i>If it's working, be true to the model</i> – While different funding models may have been developed through scaling up and through a focus on sustainability, the Passport Program remains true to its original vision and commitment to building relationships across communities.

capacity of the school principal and teachers. This involves helping the school understand what could be used to improve engagement with parents and philanthropy. “They don’t necessarily know what they have got, such as great teachers with great expertise,” says Jenny Day. The role of the Foundation is to give the perspective of the partner, whether that is the parent and or the philanthropic donor. They help the principal to see that, for example, A\$1,000 is 1,000 potential hours to engage with their community. They help them to understand different ways in which 1,000 hours can be carved up and the role that a sponsor or a donor might play in supporting the program. For example, A\$500 can equate to access to four parents to coach a basketball team. The donor or sponsor could be acknowledged by putting their name on the shirt. Those parents can then get access to Level 1 coaching accreditation. The Foundation can assist the school connect with a sport and recreation organisation who will then do the training for nothing or minimal cost. “It’s thinking about the volunteer ‘project’ in different ways,” concludes Jenny Day.

As far as collaborating with philanthropics, it is effective communications that are critical. Importantly, both parties need to be clear on the length of a grant or donation – how long will the money last? Open and honest communications can help determine whether the support is likely to be a one-off or if there are opportunities for longer term relationships; also what is the supporter hoping to see as a result (e.g. a wider reach across a particularly area or greater depth in a specific program or imitative)? The CDF develops a business case to assist in transparent communications. This includes: outlining the issue; summarising the program; presenting the expected milestones along the way and clarifying the intended outcomes. “We also like to tell them stories, both about the individual and the ‘ripple effect’ beyond that individual,” says Jenny.

Committing appropriate levels of resourcing is a key challenge. To help address this, the Foundation has revised its funding model and works with the schools to help build their capacity. The CDF knows it is important for schools to better understand the needs and potential impact of the program. But they also need to understand the relationship between making sure the program is a ‘good fit’ and committing the appropriate resources. The Foundation never approaches a school to be part of the program. The school approaches the Foundation.

Impact

What are the main outcomes?

Key outcome measures for the School Passport Program include: improved student attendance rates at school; an increased number of parents and/or carers volunteering; and an increased breadth of what the redeemed points are utilised for. Another outcome is improvements in the relationship between parents and the principal and teachers.

Jenny Day talks with the school and the parents about the information gathered and notes that as a result, “they start to see a new picture, a more positive connection with parents and the school emerging”.

How is information gathered?

An external evaluation of the program is being conducted. Both quantitative and qualitative information is gathered.

Participating schools commit each term to the Foundation to do four short online surveys. This allows both the school and the Foundation to monitor changes in (among other things):

- The total number of Passport Points earned this term (Term X, 20XX).
- How many School Dollars were spent and how.
- Total number of families in the school and how many using the Passport Program.
- Attendance figures for the school.
- Changes in principal and teacher perceptions about their relationships with parents.

The Foundation can quantify how many hours parents are volunteering and what they redeem their points for.

How do you share the information gathered and with whom?

The School Passport Program information is available on the Foundation’s website. Data collected from individual sites is only available to relevant stakeholder schools. The Passport Program has been translated into 14 different languages.

A person who considers themselves ‘unworthy’ and is possibly out-of-work and has negative associations with school, what they have to give is ‘time’. Our programs help them with their habits within the day. We ask them to dress, get the kids dressed and get the kids and themselves to school. We assist in structuring their day. Through the program, we turn negatives into positives. Their contributions are affirmed and praised. The program sets the parents and their children on a different path. (Jenny Day, Co-Founder, Community Development Foundation)



Checklist from case studies 1–3

If you are in a collaborative relationship, as in the cases you have just read about, or you would like to be in something similar, then here is a selected checklist of imperatives we gathered as the cases were developed:

Checklist for schools

- ☐ Are we clear about what not-for-profit programs and support are available to help us build a positive culture and lift the performance of students across our school?
- ☐ If we connect with a not-for-profit and/or philanthropic, do we engage with their staff to help them understand what we need?
- ☐ Do we embed what a not-for-profit offers within our school plan to help them and us get the most out of them being connected with our school?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for not-for-profits

- ☐ Are we confident that what we are offering is needed and relevant to those we are seeking to engage with? If not, how could we find out?
- ☐ Do we know how involved our donors would like to be? If not, how could we find out?
- ☐ School principals are increasingly conscious of the impact disengaged students have on whole school improvement. Have we thought about what tools we could develop to help schools build relationships with these students?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for philanthropics

- ☐ Do we know what not-for-profits and schools offer us to help address issues of disadvantage experienced by those we seek to support? If not, how could we find out?
- ☐ Are we able to talk with those we support about barriers and opportunities in a timely and frank way? If not, what needs to change to make this possible?

My / our ‘take home’ imperative from reading the previous cases is:

A final imperative for us all...

The word ‘collaboration’ is at risk of having it’s meaning dissipated. Don’t misuse the word. If it’s a funding partnership, call it a funding partnership. If it’s a referral pathway between agencies, call it a referral pathway. What type of relationship are we seeking?

Fogarty EDvance

Fogarty EDvance is an intensive school leadership mentoring project for a select group of principals working in low socio-economic communities. Eight school principals Perth applied and were selected in this inaugural program. Over a three year period, the program seeks to equip each principal's leadership capacity to improve key needs for their schools. Support is offered through a combination of matched mentor support and frequent whole group professional learning, with a focus on building the school's capacity to bring the resources of the community into the school. As well, the program has an explicit focus on advocating for changes in education, based on what they are learning. For more information go to: <http://fogartyedvance.org.au/>



Fogarty EDvance Principal Rosalba Butterworth (centre) with Mentors Kevin Pilkington and Rose Moroz

Governance

Fogarty EDvance has a management group, which comprises senior education department bureaucrats and leaders from the Catholic and government school sectors, the Fogarty Foundation, Boston Consulting Group and a business consultant. They meet every six weeks and their key role is to set the strategy and direction for the program. A sub-group of this management committee has been established with the specific role of looking at the issue of sustainability. At present they are seeking additional financial support to enable more schools to take part.

What's crucial is that a strong philanthropic group got it going and got the right people to the table. During the initial discussions, we highlighted that while students from low SES backgrounds are mainly from government schools, they are also in the other sectors too. (Kevin Pilkington, EDvance mentor)

The program brings education, philanthropy and business together around a pressing issue: supporting the leadership of schools in low socio-economic locations. This multi-faceted lens allows for new ideas and fresh perspectives to be 'brought to the table'.

Innovation

Fogarty EDvance is an intensive school leadership mentoring project for a select group of principals working in low socio-economic communities. Eight school principals (6 primary schools: 2 Catholic, 4 government and 2 senior high schools, both government) from the Girrawheen, Balga, Mirrabooka metropolitan areas of Perth applied and were selected in this inaugural program. Over a three year period, the program seeks to equip each principal's leadership capacity to improve key needs for their schools. Support is offered through a combination of matched mentor support and frequent whole group professional learning, with a focus on building the school's capacity to bring the resources of the community into the school. As well, the program has an explicit focus on advocating for changes in education, based on what they are learning.

The program officially began in April 2012, 18 months after the initial concept and planning. Without the Fogarty Foundation's local credibility, ability to influence, network and financial support, the project would not exist. Through the program, principals are discovering their strengths and areas of development so they can create sustainable leadership practices in clear and coordinated ways. The mentors have a deep, first-hand experience of leading schools where students are experiencing high degrees of disadvantage. All agree that quality mentors make the program. They understand the issues of the principals, they have no vested interest in the school but are interested in the professional growth of the principal and the flow on affects this is having on the staff, students and their families. As one principal from the program comments:

If it wasn't for Fogarty EDvance, our school would be on a very different path, with less clarity. Before the program, the school's vision was buried on the website. Nobody knew it, where to find it or how it was developed. Put simply, nobody owned the vision. Through the fortnightly face-to-face mentoring sessions, how to operationalise the vision in terms of relations between staff and the quality and focus of the teaching and learning is happening. (Lina Bertolini, Principal, Majella Catholic Primary School)

Factors for effective engagement (see all 10 factors on p. 22)

The most important factor for effectiveness in Fogarty EDvance is to build the capacity of principals. This means putting in place supports for principals, such as diagnostic tools and mentors to improve their capacity to lead change in their school and to better partner with those in the community. At a governance level, this means having a management groups made up of experienced leaders across business, education and philanthropy.

As in business, and supported by educational research, one of the most valuable strategies to increase the effectiveness of a school is to improve the quality of its leadership...high quality leadership enables high quality teaching, parent and community support for the school and so the fundamental aim of improving the learning of the children.

For those governing Fogarty EDvance, the issue of sustainability is the greatest challenge. To address this issue, a sub-committee of the management group has been established to consider fundraising strategies.

It would be a disaster if there wasn't a second or third cohort of Fogarty EDvance. If we have to put more money in, then that's what we need to do. It has to continue. For me it's been professionally life changing. (Lina Bertolini, Principal, Majella Catholic Primary School)

As one principal explained, to engage fully in Fogarty EDvance, ensuring that what the program is setting out to do is a 'good fit' with their values and priorities is what can be most challenging;

Values are really important and while we are interested in partnering, we would only do so if the partner is also interested in improving the outcomes for our students. In our school, 70% of our students are from Africa, we are not interested in partnering with groups that are doing so out of sympathy or because they feel sorry for us or because they want to 'use' us for research. There has to be a mutual focus and benefit out of the relationship. (Lina Bertolini, Principal, Majella Catholic Primary School)

I've become very aware of my strengths and my development areas and the strengths I already had and didn't draw on. It feels like a journey of discovery. I feel like I've started all over again. (Lina Bertolini, Principal, Majella Catholic Primary School)

Models over time

Guiding principles and practices used in EDvance for effective engagement of philanthropy and education ...

First wave



(The Fogarty Foundation approached the state government education department with a concept)

Second wave



(The Fogarty Foundation works with the state government, business and the Catholic church to support principals in eight schools)

— *Research what is happening:* The Fogarty Foundation investigated what other foundations and organisations overseas and across Australia were doing in the 'mentoring, school leadership and equity space' simultaneously as they began talking with senior bureaucrats.

— *Consult across multiple perspectives:* Bringing together an advisory group of high level educationalists, principals who are role models for their peers – 'who had been there and done that' – and business and philanthropic perspectives brings new ideas and fresh ways of thinking through an issue.

Impact

In the short time Fogarty EDvance has been going, there is evidence that the program is having a positive impact on the principals, as illustrated in this reflection;

What are the main outcomes?

Edith Cowan University in Western Australia has been commissioned to undertake the evaluation of the program. As an intensive school-based leadership support program, the outcomes sought fall within three key areas:

- 4. improved student engagement at school, leading to improved academic outcomes and, where relevant, post-school transitions into further learning and employment;
- 5. improved social outcomes for students and
- 6. school-specific outcomes, as determined in consultation with each principal in the program, for example, improved teaching and learning. Fogarty EDvance will build the capacity of principals and schools in low socio-economic communities by working with the schools for at least three years. However, the expected impact will be more far reaching and enduring resulting in a ripple effect throughout the community.

How is information gathered?

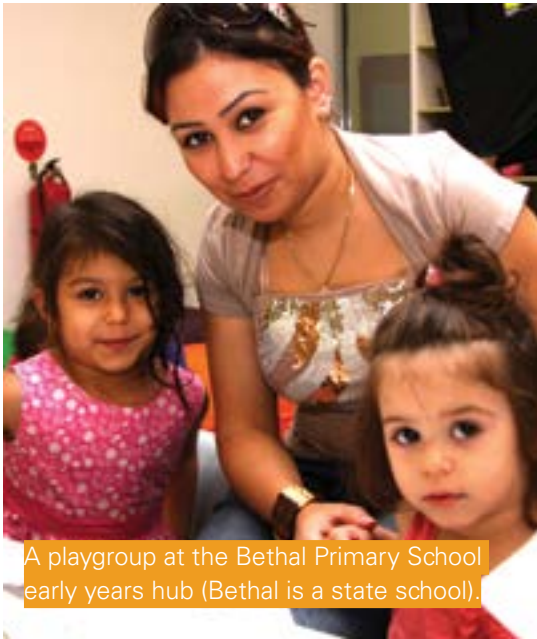
Within the program, three tools are being used to gather formative and summative data: the Diagnostic Inventory of School Alignment (DISA); the Australian Council for Educational Leaders (ACEL) leadership capability framework inventory; and 360 degree performance feedback. The evaluators are using the feedback from this information, along with data from interviews with principals, mentors and focus groups at the schools and regular discussion with the management group. Other already accessible data will also be drawn on to evaluate the impact of the program and other relevant indicators of change.

How do you share the information gathered and with whom?

Information gathered for the evaluation is shared with the program’s partners and stakeholders; other education and philanthropic groups around Australia who have an interest in addressing educational equity; and government organisations that are working to improve the wellbeing of children.

Supporting Parents – Developing Children

Supporting Parents – Developing Children (SPDC) was initiated in 2007 with the Scanlon Foundation offering to commit \$1 million dollars to improve social cohesion in the City of Hume. The Federal Government seized upon the opportunity to seek a whole of government approach to the delivery of services in this Local Government Area (LGA). The outcome is that all levels of government, from local council to state, to Australian government departments provide support for the project. The City of Hume CEO organised a number of community round table forums around an existing common area of focus: Early Childhood Development. To learn more, visit: <http://scanlonfoundation.org.au> or <http://www.hume.vic.gov.au>



A playgroup at the Bethal Primary School early years hub (Bethal is a state school).

neighbourhoods in the City of Hume in Victoria. The project began by focusing on the literacy of mothers as a pathway to improving the educational outcomes for their children. Consultants with a strong knowledge of Hume were commissioned to propose a suite of programs under the banner: *Supporting Parents – Developing Children*. Four programs are funded. These include the Bilingual Storytime Program, Flexible Mother and Child English Language Program, Playgroup Enhancement and Supporting Early Years Hubs. Service agencies, nine primary schools, TAFE, and the Hume library are involved in implementing the project.

It takes a little while to understand the project, [but] from our perspective, this project is the ultimate early intervention. It brings together a whole range of issues. (Denise, Department of Human Services)

Governance

The Hume project, *Supporting Parents – Developing Children*, is overseen by two governance committees. The Program Governance Steering Committee, chaired by the Scanlon Foundation, consists of Federal and State government funding bodies and the City of Hume. They meet twice per year. The Local Hume Governance Committee has an operational focus and is made up of local service delivery agencies. This group meets quarterly.

Innovation

The focus for the innovation is families from non-English speaking backgrounds (NESB), in nine primary school communities and southern

It was the first local government to develop a charter on social justice. (Anna Boland, Project Coordinator)

The best potential for “making a difference” is to undertake a number of coordinated and connected actions systematically and simultaneously within a defined area. (Tony Fry, CEO, Scanlon Foundation)

Some of the dads were unemployed. Through the project they got involved in gardening, which led to a Certificate 2, which improves their prospects of employment. (Denise, Department of Human Services)

This Project has been supported by the following partners:

- Australian Government Departments including:
 - Department of Education Employment and Workplace Relations,
 - Department of Immigration and Citizenship through the AMEP
 - Department of Human Services – CRS Australia
 - Department of Families, Housing, Community Services and Indigenous Affairs
- Victorian State Government Departments including:
 - Department of Premier and Cabinet
 - Department of Education and Early Childhood Development
 - Victorian Multicultural Commission

Factors for effective engagement
(see all 10 factors on p. 22)

The most important factor for effective engagement of philanthropy and education in the Hume project is good communications.

Opportunities for funding partners to connect with the community through forums, a conference, tours and case studies are essential. Within the community, a hub strategy group has been formed which is comprised of representatives of all school community hubs, early years and community services They meet three times per year to review how they can facilitate partnerships for the community.

The most challenging factor for the project is the commitment of appropriate resources for the project’s ongoing sustainability post 2014. The engagement of the school community in seeking funding support from local businesses, corporates, service organisations as well as ongoing government support is being pursued. The Hume City Council is also in the process of establishing a Hume Hubs Development Fund.

The leadership from Hume City Council cannot be undersold. The CEO’s commitment and that of the commissioned consultant has

Models over time

Guiding principles and practices used in the project for effective engagement of philanthropy and education ...

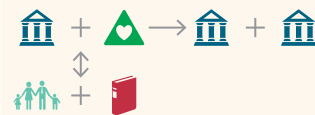
First wave



(The Scanlon Foundation approached the local government with a concept)

- *Ensure alignment between philanthropic and local goals:* investigate local community needs and identify a group with track record in your area of mutual interest and build a relationship with them.

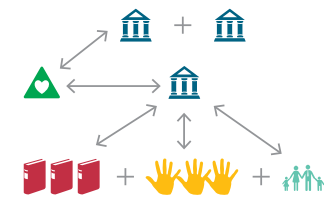
Second wave



(Scanlon Foundation initiates connections with Federal and state governments to strengthen the support to the local schools and families)

- *Create the links between local need and government priorities sooner rather than later:* this provides an opportunity for stronger coherence, targeting of resources and the potential to secure further support (from in-kind to financial)
- *Build on an existing common area of focus:* this will help improve the level of engagement in the project.

Third wave



(Schools, not-for-profits and families are engaged via the Scanlon Foundation’s support of the local council)

- *Look for projects that are ready to be enhanced and/or expanded:* this strength-based approach will help build momentum, as roles, other needs and resourcing are clarified.

been outstanding. In these whole of community projects, you always have to ask, ‘what would happen if I left?’ You have got to keep the project embedded in the community so it will be sustained into the future. (Tony Fry, CEO, Scanlon Foundation)

Impact

The kindergartens had really low attendance. As a result, children were starting school ‘behind the eight ball’. There are quite entrenched social issues and so the strategies to address these are all around partnerships that focus on improving learning in the family. The schools all collaborate, but focus on different issues relevant to their school-family needs. (Anna Boland, SPDC, Coordinator)

What are the main outcomes?

The project has the overarching objective to increase social cohesion in the community. This means increasing the confidence of mothers to access services and programs for their preschool aged children; improving the literacy, language and learning outcomes for mothers and their children; improving employment and training pathways for culturally and linguistically diverse (CALD) mothers and creating a sense of belonging and support in the community.

How is information gathered?

The Royal Children’s Hospital Education Institute is conducting the evaluation. Workshops to develop the local community’s skills and knowledge in the evaluation process were conducted. Pre-program and post-program surveys were distributed to the playgroups and the Mother and Child English Language Program to ascertain shifts in the use of services and children’s school readiness and social skills.

How do you share the information gathered and with whom?

The Scanlon Foundation commissioned the Centre for Community Child Health to develop an interactive web-based ‘tool-kit’. The purpose is to identify the successful features of the SPDC project so they can be introduced in other communities throughout Australia with high numbers of CALD and socio-economic disadvantage.

Going forward, the secret to the project’s ongoing success will be supporting the coordination and leadership role, as well as the project’s governance and evaluation. You don’t get anywhere without evidence. You should not underestimate the importance of funding evaluation. (Tony Fry, CEO, Scanlon Foundation)

Doveton College

Doveton is located in the City of Casey, which is about 30 kilometres south-east of the central business district of Melbourne. Community data for the area in 2009 indicated that key barriers to learning existed that needed to be addressed. These included: poor health and well being; low parenting skills; a lack of safe and secure home environments; child protection issues; drug, alcohol, family violence, mental health issues within the family; intergenerational poverty; lack of resources and role models; lack of stable housing; unemployment; disability or developmental delay; and an education program that was not addressing need. In 2009, as part of the then state government’s Building Futures education initiative, four Doveton schools signed up to the Doveton Regeneration Project to establish the Doveton Learning Centre: a birth to Year 9 community learning centre. In 2012, an Early Childhood and Prep to Year 6 centre opened. In 2013, the College expanded its enrollments to Year 8 and 9. A total of \$A32 million, from state, federal and philanthropic funding (from the Colman Foundation) was provided for the build. To learn more, see the *Sydney Morning Herald* article ‘Primary care? At Doveton that comes in spades’, 29 January 2012.



Learning at Doveton College

Governance

Doveton College Council sets the strategic intent of its Early Learning Centre and school. It decides on key partners for the College and undertakes joint planning. Overall, it is responsible for developing a shared and unifying vision and underpinning values for the College. The membership of the Council is perhaps what sets it apart from many other schools while adhering to all regulations pertaining to school governance under the Act. Members include four parents, four members of the College’s philanthropic partner, the Colman Foundation, the College’s Executive Principal, the College’s Director of Family

and Children’s Services and two co-opted members, currently including the Director of Community Services for the City of Casey. Beyond the Council, a Local Agencies Advisory Group provides opportunities for all the main local agencies and services to come together and meet, share information and undertake professional development to better co-ordinate local responses for identified local need. A Parent Advisory Group (PAG) has also been set up. This offers a way for families to partner with the College through participation on the PAG, as well as formal representation on committees to seek and receive feedback with regard to ongoing planning and development of activities.

Innovation

Doveton College is the first social-government partnership of its type in Victoria. This means it embeds educational and family and children’s services both conceptually and through its service model. Its aims are to: serve and engage the entire neighbourhood; create a network of support in which the school partners with local services to provide uninterrupted support for children and their families; work to build community among residents, institutions and stakeholders; evaluate program outcomes; and develop and support a culture of success.

The College’s major on site partner is Good Beginnings Australia, a national not for profit

organisation that focuses its work on ‘disadvantaged’ children. Good Beginnings provides all structured playgroups and related activities and programs. Other philanthropic foundations partner with the College in the area of parent and community liaison programs,

The Doveton project is unique and considering the significant government and philanthropic investment, the responsibility to deliver for the children and families of Doveton is somewhat daunting. (Bretton New, Executive Principal, Doveton College)

Through Memorandums of Understanding the College also partners with leading agencies such as the Smith Family, the Brotherhood of St Laurence and Family Life to provide federal government funded programs in areas such as child and family mental health and adult education and training.

Model

In addition to the unique feature of integrating family and children’s services and learning, what also stands out in the Doveton College

model is the active engagement of philanthropy and formal partnerships with major service providers.

Factors for effective engagement (see all 10 factors on p. 22)

LLEAP research has identified 10 factors for effective engagement of philanthropy and education: a ‘good fit’; building capacity, informed decision making, having the appropriate knowledge; a commitment to the allocation of appropriate resources; role clarity; reciprocity; relationships based on trust; good communications and impact focused.

The Doveton project is in its very early stages after two years of planning and the building of infrastructure and 12 months as an operating entity. Early evaluations would indicate that the LLEAP research does in fact reflect the key factors that must be in place if a project such as ours is to have any chance of success. The factors are closely inter-related and need to be

Models over time	Guiding principles and practices used in Doveton model for effective engagement of philanthropy and education ...
<p>First wave</p> <p>→</p> <p>↔</p> <p>(Colman Foundation approached state government in 2009 wanting to become directly involved in the education of disadvantaged children in an area with a large migrant and refugee population)</p>	<p><i>Be clear about the roles and contribution of partners:</i> The Colman Foundation has been involved in the establishment and development of Doveton College through a Memorandum of Understanding and a Deed of Agreement with the state government. The Colman Foundation’s funding contribution does not replace government funding but rather enhances current services or provides for new services.</p> <p><i>Significant change takes time:</i> The MOU agreements are in place for 10 years. This has allowed for sustained strategic planning beyond what is usually possible in the context of a school. The formal agreement between the state government and the philanthropic foundation from the initial discussion of the concept to making the 10 year commitment is of great significance and one that sets the Doveton College project apart.</p>
<p>Second wave</p> <p>+ + ↔ +</p> <p>(Colman Foundation, state and Federal government funding contribute to the build of the school. The relationship with the Foundation allows for new partnerships to develop as part of the model)</p>	<p><i>Think about what types of relationships with community are needed:</i> The contribution to the initial planning and research by the Colman Foundation was significant in the development of the model. The relationship with the Foundation also, for example, allows for a partnership with the Parent Research Centre, a preeminent research body on parent engagement and child development. A Volunteer Co-ordination Officer and program is similarly funded as are senior staff in the early childhood education program.</p> <p><i>School-community engagement is essential from the outset:</i> Involvement of foundations, agencies and service providers from the very beginning of planning has been critical to the work of Doveton.</p>

seen as such. None are more important than the other or can stand alone. In saying this however, the importance of timely, informed and effective communication is essential both within each factor and across the 10. For example, as Bretton New (Executive Principal, Doveton College) recognises:

A huge challenge is how to best embed the philosophy through Doveton College. The College is a learning community of 1600 people. It is as important that the approach and relationships within our Maternal Child Health are consistent with the approach and relationships within a year 9 math's class. This is a new journey for all staff, children and young people and their families.

Impact

What are the main outcomes?

- The overarching objective from implementing Doveton's service model is to achieve the following outcomes:
- **Children:** Our children are ready and able to benefit from age-appropriate learning and social opportunities
 - **Families:** Our families are able to meet the health, social, emotional and learning needs of all family members
 - **Services:** Our child and family services actively support families and children in an integrated fashion, deliver high quality evidence based programs and are ready for children and families
 - **Community:** Our community members are connected to local services and facilities that meet their diverse needs

How is information gathered?

The project is data driven and the evidential base is essential for decision making and ongoing evaluation. In the planning stages the project commissioned four pieces of research from the Centre for Community Child Health, Murdoch Children's Research Centre, Royal Children's Hospital: literature review, demographic mapping, an outcomes framework and a study on how agencies, children and families experience service delivery in Doveton. The traditional DEECD data was used to provide an overview of student achievement and student and parent perceptions of educational provision.

A longitudinal study of the project is a key objective. The College has recently entered into an agreement with the University of Ontario, Toronto, Canada to undertake this study. The University of Ontario is one of the few centres internationally who have the tools to evaluate a project such as ours. The University has been engaged in the 12 year evaluation of Toronto First Duty, a model that has informed the Doveton model. The College has employed a researcher to co-ordinate this study and to collect all data in partnership with the DEECD.

How do you share the information gathered and with whom?

The information is disseminated through current DEECD reports. Additionally the College is completing the draft of our first publication, the narrative of the project to date. The University of Ontario evaluation will be available annually. The College is also currently developing, in consultation with the University of California Los Angeles, the framework for a monthly dashboard to report on progress against our major indicators.



Checklist from case studies 4–6

If you are in a collaborative relationship, as in the cases you have just read about, or you would like to be in something similar, then here is a selected checklist of imperatives we gathered as we developed the cases:

Checklist for schools

- ☐ Is the idea of connecting with community, part of our school culture? If not, have we thought carefully about the benefits to our students, teachers, leadership team and parents?
- ☐ Do we understand what change we are seeking and as a result, what need this will address? If so, do we have a plan that helps us focus and prioritise our activities?
- ☐ Are we confident that our approach is consistent and understood across our collaborative relationships?

My / our 'take home' imperative from reading the previous cases is:

Checklist for not-for-profits

- ☐ Will what we offer build capacity in the communities in which we operate?
- ☐ Have we identified what it is we do or how we do 'it' that makes a unique but relevant contribution to the communities in which we operate?
- ☐ Do we have an Agreement with the school(s) and/or philanthropic(s) and/or other not-for-profit organisations? If not, could or should we?

My / our 'take home' imperative from reading the previous cases is:

Checklist for philanthropics

- ☐ Have we thought hard about the benefits of seeking the support and involving government (any or all levels) in the 'projects' / 'programs' we support?
- ☐ The challenges to improving the educational outcomes of children in low socio-economic communities are multifaceted. How do or could we bring together a range of interested parties to help develop a clear and long-term strategy, specific for each school community?

My / our 'take home' imperative from reading the previous cases is:

Youth in Philanthropy

The Lord Mayor’s Charitable Foundation’s *Youth in Philanthropy* program was established in 2002. The program aims to help secondary school students learn about philanthropy, social issues and community leadership. and has grown to include 18 schools. These include government, religious, and independent schools. Generally, students from year 10 are targeted, but years 11 and 12 students are also welcome to take part. To learn more, visit: <http://www.lmcf.org.au/>



Governance

Established in 1923, the Lord Mayor’s Charitable Foundation (the Foundation) is the largest community foundation in Australia. It has a board comprising 15 directors, of which there is a Chair and Deputy Chair. The Lord Mayor of Melbourne is the Foundation’s President. Together, the board is responsible for setting the strategic direction and monitoring financial and organisational performance. The board meets six times per year.

The Lord Mayor’s Charitable Foundation is a leading philanthropic organisation and the largest community foundation in Australia. The Foundation’s special impact areas include Homelessness, Youth, Ageing, Environment, Health (community and preventative), and Arts and Heritage. In 2012 the Foundation provided grants of \$9.2 million to over 500 charities including very small local charities working at the frontline providing health, accommodation and food services to people in need, to larger charitable organisations working towards positive social change.

Six committees operate around key functions for the Foundation: Executive committee; fundraising and marketing; social needs; audit and risk; governance sub-committee and investment sub-committee. Each committee meets 4 - 11 times per year.

At an operational level, six grant advisory panels, in conjunction with the CEO and the Foundation’s grants and research teams, make the initial assessment on all applications received. In addition, this may involve phone calls and site visits to better understand the applicant’s context and need. From this process, recommendations are put forward to the relevant sub-committee of the Board and then the full Board.

The board signs-off on all grants offered by the Foundation. Following the strategic review in 2012, a board member now chairs each Grants Advisory Panel. This was done to facilitate stronger connections between the board and the groups that the Foundation supports.

To be eligible to apply for a grant through the annual grants round, an organisation must currently be endorsed as a Deductible Gift Recipient (DGR) as covered by Item 1 of the table in section 30-15 of the Income Tax Assessment Act 1997 and be endorsed as a Tax Concession Charity (TCC).

Innovation

Underpinning the *Youth in Philanthropy* program, is the intent to inspire young people to begin a life-long commitment to giving through activities that have a positive impact on the communities they live and will, one day, work in.

The Foundation appoints experienced Mentors who guide Youth Grantmakers Committees comprising six to ten students through the grant making process (from research and analysis of the organisations and funding applications, assessment of the funding applications from three charities, to interviewing the grant

We now have a Catholic school, an Islamic school, a Jewish school, public and private schools participating in the program. So for me, one of the great things is that it [the program] gives all students the opportunity to learn about philanthropy. (Catherine Brown, CEO, Lord Mayor’s Charitable Foundation)

recipients during site visits and making funding recommendations). The three charities allocated to each Committee are pre-selected by the Foundation and signed-off by the board. The students have an opportunity to indicate their areas of interest and local charities.

Students also attend a Youth Grantmakers Forum where they hear from experienced sector professionals and young social change makers, and participate in an intensive granting and philanthropy workshop.

A teacher acts as the Program’s coordinator within the school. Students are selected via a range of internal school processes. The members of each Youth Grantmakers Committee undergo an awareness and education program covering community leadership development, general education about philanthropy and the charitable sector, the grant making process, and the work the Foundation does to address social disadvantage in the community. The students also undertake site visits to the three charities. Each Youth Grantmakers Committee is allocated \$15,000 to distribute between the three charities. The maximum grant a charity can receive is \$14,000 and the minimum \$500.

The students get to meet a very diverse range of people and get an in-depth look at organisations they wouldn’t normally have contact with. They work with many organisations across the charitable sector - from the Arts, environment, youth, disability, homelessness, health. (Anita Hopkins, Director, Grants and Youth Initiative, Lord Mayor’s Charitable Foundation)

This program fits within the Foundation’s granting structure. The students directly connect with the Board when they present

their grant recommendations in the Council Chambers at the Melbourne Town Hall. The recommendations are then submitted to the Lord Mayor’s Charitable Foundation Board for final approval. Students are invited to present the grant cheques to the charities at a school assembly or some other school event. This increases the whole-of-school concept of philanthropy.

Model

While elements within the *Youth in Philanthropy* program have changed over time, the core model has remained the same. The eligibility requirements of the Foundation require that the grant be made directly to an eligible charity. Through the Program, however, the school students make the recommendations as to who receives the grants and how much they receive.

Factors for effective engagement (see all 10 factors on p. 22)

A relationship built on trust is the most important factor for effective engagement of the Program within the school. For this to develop, the commitment of the school coordinator and the clarity they have around their role in the Program, the fit between the Foundation-appointed Mentor and the school, and the support and facilitation provided by Foundation staff is critical. If a school does this program simply to ‘tick a box’ and is not fully invested in the Program it affects the students’ experience. Additionally, if there is a change in school coordinator, without strong relationships and a broad understanding within the school community of why they are participating in the program, another teacher might “throw their hands up and say, ‘it’s not for me’”. So in order to maintain a strong relationship between the school, the Foundation and the Mentor,

Model

(Charities are invited by The Foundation to be part of the program. The Foundation selects the charities, based on student and school interests and facilitates the connection between the charities and the schools.)

Guiding principles and practices The Foundation uses to engage effectively with charities and schools ...

Focus on the issue, not the grant amount: The most successful relationships between a not-for-profit charity and a school are those that invest in sharing with the students the value of the issue. These not-for-profit charities are not driven to be part of the program because of the dollars. They see the grant as a vehicle for bringing on a new generation of future leaders and citizens.

the Foundation provides opportunities for the Mentors to meet as a group, for the school coordinators to meet with Foundation staff and Mentors, and for all groups involved to provide feedback directly to Foundation staff and through online surveys which are conducted at the beginning and end of the program.

The most challenging aspect for effective engagement is the issue of capacity. At a school level, creating the space within the timetable for students and staff to participate is a challenge. For the not-for-profit, it is the time and effort needed for them to present to the students, when this type of activity is not directly related to their day-to-day service. For the Foundation, it is building the capacity of the whole school to engage with the program. In each school, the program reaches up to 10 students in one year level each year. The students presenting the grant cheque to the charity at a whole school assembly helps to a certain extent address this issue.

Impact

What are the main outcomes?

Reflecting on the role of philanthropy, Catherine Brown, CEO, Lord Mayor’s Charitable Foundation writes;

Philanthropy is different from government and business. Philanthropy can apply a long-term view to risk and outcomes. It does not operate within short-term political cycles or under the business constraints of maximise profits for shareholders. It can think about the needs of the community as a whole and about a social return.

One way the Foundation seeks to reflect this vision for philanthropy is through *Youth in Philanthropy*. Specifically, the program seeks to:

- inspire young people to begin life-long commitment to giving;
- develop a young person’s leadership skills;
- facilitate school and student involvement with the Foundation;
- improve students’ understanding of current community issues; and in doing so,
- improve and sustain school-community relationships.

The Foundation undertook a review of the Youth in Philanthropy Program in 2012, the program’s 10th Anniversary. The growing

number of schools participating in the program suggests there is an increasing appetite for this form of learning and community connection. The flexibility of the model also has appeal for schools. Some schools focus on the leadership aspect of the program and/ or include it as a voluntary activity within the International Baccalaureate. Other schools use the program within their curriculum as a vehicle to explore the issues of values and community. For others, the model exposes students to careers they may not have known about or considered prior to the program. Feedback from the teachers to the Foundation notes that the Program is a valuable tool to help increase the research and analysis, critical thinking and persuasive writing skills of students. The Foundation Mentors have also observed the development of these skills, as well as increased levels of confidence in the students as they progress through the program.

Students take the grant making process very seriously. They look in-depth at the application. After a charity presents, they will ask very direct questions around the viability of the project, how the organisation will secure additional funding, and the long term sustainability of the organisation itself. (Kim Sullivan, Grants Program Manager, Lord Mayor’s Charitable Foundation)

Last year, four new schools joined the program. Of these, two schools have students who have continued to connect with the charities as volunteers post program and a few have stayed involved in the program as student mentors to this year’s Youth Grantmakers. We have also had two past participants join the Foundation’s Youth Grants Advisory Panel in 2013. (Kim Sullivan, Grants Program Manager, Lord Mayor’s Charitable Foundation)

By being involved in the Lord Mayor’s Charitable Foundation for a few years now, there has been a ground swell of support for charitable work within the school. Students have gone out of their way to see ‘how people are travelling’ in their local community. (Philip Hood, Teacher/Coordinator Werribee Secondary College)

How is information gathered?

Feedback about how the program is working is gathered iteratively and informally by the Foundation from students at program events, such as the Youth Forum and grant making workshop, and via communications with the school coordinators and mentors.

At the end of the site visits, that’s when the students really get engaged. Their thinking moves to the next level of sophistication. They start to question and grasp the enormity of the need and responsibility, often as they travel on the bus from the last charity back to their school at the end of day. They start to realise ‘how difficult it is to give money out because everyone deserves it’. (Anita Hopkins, Director Grants and the Youth Initiative)

It really opened my eyes to see that philanthropy isn’t just sitting behind a desk, with a board of people in suits deciding, this much to this charity and this much to that charity. It’s more about really reaching people on a personal level and seeing what they are going to do. (Alex, Youth in Philanthropy student, Mac Robertson Girls’ High)

How do you share the information gathered and with whom?

To date, the Foundation has shared information about the program on their website, at milestone events through the program with those participating schools and partners and via a short video at their 10th year celebration of the program.

InSchools Philanthropy

The Kids Thrive *InSchools Philanthropy* program’s arts approach empowers primary school aged children to connect with their communities through philanthropy. The children immerse themselves in music, writing, play-acting, drawing and dance to understand and explore philanthropy, community and their personal values/motivators. They then initiate and forge partnerships with local organisations to create and deliver beautiful projects to benefit their communities. To learn more, visit: <http://kidsthive.wordpress.com/>



The Beautiful Box Builders from East Ivanhoe Primary School pitching their philanthropic proposal to the InSchools Philanthropy Grant Assessment Panel to buy and install nesting boxes for key species affected by their school’s building development.

Governance

Kids Thrive is a not-for-profit incorporated association with a committee of management (CoM). The CoM has a governance role with regard to the work of Kids Thrive. They focus on the Vision, Mission and legal requirements. At this time the accounts are audited internally by the Treasurer.

Kids Thrive is endorsed by the Register of Cultural Organisations (ROCO) as a Deductible Gift Recipient (DGR) as covered by Item 1 of the table in section 30-15 of the Income Tax Assessment Act 1997 and endorsed as a Tax Concession Charity (TCC). Each of Kids Thrive’s arts-based child-led community development programs includes a steering committee that informs and advocates.

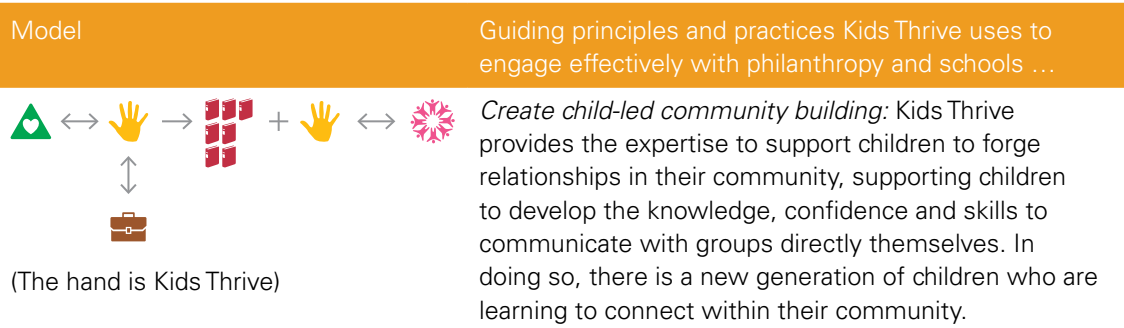
Kids Thrive is located physically within the Auspicious Arts Incubator in the Emerald Hill Cultural Precinct of South Melbourne, Victoria along with fellow arts-related organisations and businesses. This arrangement provides infrastructure and business mentoring support to the Kids Thrive leaders.

Innovation

Kids Thrive’s *InSchools Philanthropy* (ISP) program is unique in that it consistently and comprehensively engages with young children, their significant adults, and the professionals who work with them exclusively through arts based experiences.

InSchools Philanthropy pilot is part of the social enterprise stream of Kids Thrive.

Philanthropy is, in essence, about resourcefulness; finding ways through, ways around, ways home. Saying ‘Yes!’ to what you want upheld in the world. The philanthropic discussion is too readily bogged down in ‘those that have’ helping ‘those who don’t have.’ Don’t have what? Stuff? Access to leveraging opportunities? With a re-focus on resourcefulness above resources, anything is possible – which is, in fact, the essential creative act. ISP is fired up to get kids to be really resourceful. To see the gaps and opportunities in the



systems and relationships and to develop a much keener eye for the opportunity to act. (Andrea Rieniets, Kids Thrive)

Language associated with philanthropy, such as ‘giving back’ can foster a culture where we think we have to wait 30 years before becoming a philanthropist: give and take, breathing out and in. Why hold your breath for 30 years? The *InSchools Philanthropy* pilot challenges this thinking and practice. The children are actively supported to become philanthropists in their own communities. Through a series of structured ‘action-based learning’ activities, run by the Kids Thrive team,

... an aspect of creativity is that you can make something beautiful from something very small. By placing philanthropy within a creativity paradigm we make it inspiring and achievable - a different possibility altogether. ‘Let’s make something together.’ So philanthropy itself becomes a creative act - not just reliant on thoughts, processes and logic. It’s about getting in touch with your values and your feelings: what do you feeling strongly about? What do you feel strongly against? What if...? (Andrea Rieniets, Kids Thrive)

the children get in touch with their personal values and motivators. They find out who in their local community is doing work that aligns with their values. The children learn to ‘talk to people’, approach them directly, and to develop ‘potential partnerships’. They rehearse being philanthropists and immerse themselves in the process. This includes the children putting together a ‘pitch’ for funding for their local community project, which they present to a panel of school council members, local community leaders, community bank representatives, and philanthropists.

From a curriculum perspective, *InSchools Philanthropy* can be a vehicle for teachers to explore with students areas such as civics and citizenship, sustainability, literacy and numeracy (budgeting), thinking

processes, humanities (economics) and other student learning, such as leadership, personal learning and interpersonal development.

Kids Thrive is commissioned by local businesses and philanthropic organisations (delivery partners) to develop and deliver the program in local communities. These local delivery partners – such as Community Bank branches of the Bendigo Bank – provide grants of up to \$1000 for the children’s projects. In 2013, the Lord Mayor’s Charitable Foundation is also supporting the program in four primary

schools. In total, 7 programs in 2013 are being run with “imaginative young philanthropists” in the catchment areas of East Ivanhoe and Heidelberg West, St. Kilda, and the regional towns of Maldon, Newstead and Baringhup.

InSchools Philanthropy is one of a number of programs developed and offered by Kids Thrive. Each program sits within the overall approach of Kids Thrive to be ‘relationship-centred’, arts-powered and child-led.

Factors for effective engagement (see all 10 factors on p. 22)

Building the capacity of the children and teachers to connect with their community is crucial. This involves developing their knowledge of philanthropy and the ways philanthropic acts can build strong, resilient communities. It also means skilling children in how to think and act philanthropically in their community. Effective capacity building also comes when all the partners – Kids Thrive, the school, the prospective community partner and the ‘delivery’ business or philanthropic partner demonstrate a commitment to the program. “Everyone needs to embrace the aims and processes of the program,” says Andrea Lemon, Kids Thrive.

The most challenging aspect for effective engagement is being impact focused so that everyone in the program benefits in the longer term:

With many projects we (the not-for-profit) can become the ‘vegemite’ in the sandwich between philanthropy and schools. The school cannot really know what a program is about until they have done it, which can make it initially more challenging for them to engage and commit. The philanthropics are understandably interested in impact, as are we, but at what point will our impact be evident? While we can measure the impact from one program, we are working for generational change and this doesn’t happen in a 12 month funding cycle. (Andrea Lemon, Kids Thrive)

Impact

What are the main outcomes?

InSchools Philanthropy is in its infancy as a program. This said, the team is noticing positive changes as a result of the Kids Thrive approach

and methodologies within the program. These include, at a really fundamental level, teachers and students now knowing what philanthropy is and how to pronounce the word! Furthermore, Andrea Rieniets has observed:

From a teaching and learning perspective, the program leaders use the arts as a different modality of learning. Teachers tell the Kids

Thrive team that as a result of this modeling, they are now using some of these learning approaches in their other classes.

The strong school-community focus of the program also provides a unique bridge for new relationships to develop. The Kids Thrive team report that many of these relationships go beyond the life of the program with children continuing as volunteers within the organisations they partnered with in the program, and community organisations continuing to partner with the schools.

The fact that a new delivery partner, The Lord Mayor's Charitable Foundation, has come on board for 2013 is testament to a growing interest in the work and its value.

How is information gathered?

Information about how the pilot is going is gathered iteratively and informally via the program's events. Immediate feedback is also gathered by the Kids Thrive team from the children and teachers as they undertake various 'action learning' processes.

How do you share the information gathered and with whom?

The program has two key community story telling public events: the presentation 'pitch' for funding that the children do, and the public celebration where the students, artists and philanthropists share their projects once they have been achieved.

The children move from 'cold' to 'hot' as the program progresses. Their knowledge expands and their skills improve. They become aware of what's needed in their community and what could 'we' be doing differently. We see their confidence levels grow – and we see them grow six inches in height (literally) - from session 1 to the final celebration event in the program – as they experience being leaders, being taken seriously by adults, and making elemental changes in their community.

Kids In Philanthropy

The focus of Sydney Community Foundation's *Kids In Philanthropy* (KIP) is to build social awareness, a social conscience and a practice of giving by children, for children. Kids In Philanthropy engages children between the ages of 5 and 18 years, and their families, in an annual program of proactive philanthropy where activity is focused on raising awareness of areas of need in their own city, and providing opportunities for these young people to take a leadership role in addressing these areas of need. KIP is also for parents, guardians, carers, grandparents, aunts, uncles, brothers and sisters or other significant people, who seek to instil in their younger family members the values of giving, reciprocity, and active compassion. To learn more, visit: <http://www.sydneycommunityfoundation.org.au/>

Governance

It took over 12 months to establish the first Kids In Philanthropy program because it was a response to genuine community needs. The time it takes to develop relationships, to collaborate and innovate in the community shouldn't be a reason to deter people. It is incredibly worthwhile and enables communities to be empowered to do what is really needed in their community. It helps them drive the agenda. (Kristi Mansfield, ED, Sydney Community Foundation)

The Sydney Community Foundation (SCF) is governed by a volunteer Board of community leaders and prominent citizens representing a cross section of society. The Foundation is a public company and registered under the Corporations Act 2001. It is regulated by the Australian Securities and Investments Commission (ASIC). The company and its two funds (a Tax Deductible Fund, with Deductible Gift Recipient (DGR) status and a General Fund) are endorsed as Tax Concession Charities (TCC) by the Australian Taxation Office (ATO).

Newly established in 2012, *Kids In Philanthropy* (KIP) is a sub-fund of the Sydney Community Foundation. The fund is an Immediate Impact Fund, allowing gifts to be distributed to eligible organisations and projects relevant, as decided by the Kids In Philanthropy Advisory Board and the Trustee (the SCF Board).

Innovation

Students have significant representation, an active voice and a strong leadership role on the Advisory Board of KIP and are instrumental in determining where funding and other assistance is directed. The program provides opportunities

for the young people involved to take a leadership role in addressing these areas of need.

There are two primary reasons for the establishment of KIP. The first is to grow the culture of giving and philanthropy in Australia by engaging children in meaningful opportunities to learn, grow, develop leadership and harness their giving power. The second is to address the significant disadvantage in many communities that continues to result in increasingly negative outcomes for families, and children in particular.

This case focuses on the Sydney *Kids In Philanthropy* program. A project has also been funded in the Western suburbs of Melbourne.

The Sydney Community Foundation supported KIP Founder, Dr Catriona Wallace to engage a group of seed funders who formed an Advisory Council to assist with the design and expression of interest for the *Kids In Philanthropy* funding and other support. The Foundation then supported KIP to undertake consultations with the Fairfield local council and four primary schools in the Fairfield area to identify their needs and interests in working on a new program to meet the needs of the most disadvantaged children. Through an expression of interest process, the not-for-profit organisation Learning Links has been selected and funded by the Foundation to work with four primary schools in the Fairfield

children show increased capacity in key learning areas as determined by evaluation processes put in place by Learning Links and children are engaged in the program ... the Foundation hopes that as consequence of the Kids In Philanthropy Program, there will be a flow-on effect whereby improved family and school engagement will result. (Kristi Mansfield, ED, Sydney Community Foundation)

district. Learning Links staff work with children with disabilities and learning support needs, as well as their families and communities, to improve their access to learning and quality support. It became apparent throughout the consultations that learning through technology is the key priority area for the program across multiple learning areas such as literacy, numeracy, nutrition, recreation, sport and art

You need to work in-depth with the community. These collaborations are important because they cut new pathways. It may seem an obvious thing to do, but this step can often get overlooked. (Kristi Mansfield, ED, Sydney Community Foundation)

Following extensive consultation with the Fairfield City Council, several key primary school principals, senior representatives of various not-for-profit service agencies/organisations and community leaders in Fairfield City Council, the Sydney Community Foundation believes that supporting the development of children and young people aged 9-14 years is essential in ensuring improved outcomes for children and a better future for NSW. There are many challenges facing young

people aged 9-14 years, the transition from a child to a young person, from primary school to high school, puberty, and independence. *‘Despite a mounting body of evidence on the importance of this period of development, public policies and practices tend to focus on earlier or later developmental periods, as such “the middle years, upper primary years” appear to be largely overlooked’* (ARACY 2011).

Factors for effective engagement (see all 10 factors on p. 22)


For the Sydney Community Foundation, making informed, evidence based decisions is the most important factor for effective engagement in the community. The Foundation does significant ground work to identify what communities require, including consultations over the phone, meetings with principals and site visits.

A challenging factor to address is ensuring that relationships are built on trust. The *Kids In Philanthropy* program seeks to overcome this as a potential issue by starting the program with those the Foundation already has established long-term relationships with: in this case, the Fairfield Council. The trust developed over time with a senior leader within the Council has helped broker new relationships with schools and not-for-profit groups.

There is considerable consultation with the schools from the outset, so their engagement in the program is really key. Without their proactive approach Learning Links would not be able to work the program to its maximum potential. The schools have been key in identifying/selecting students to participate the program, knowing which students could benefit most from being involved. Close monitoring with the school and Learning Links ensures that the school is happy with progress and the children are gaining from being involved and any issues that arise can be dealt with


Models over time

First wave



(Individual donors approach Sydney Community Foundation about setting up a fund and the Foundation consults with a local council and school)

Second Wave



(Sydney Community foundation funds a not-for-profit to work with four primary schools)

Guiding principles and practices Sydney Community Foundation uses to engage effectively with not-for-profits, government and education ...

— Have a champion(s) who has the passion and drive for grass-roots level of change: There was a champion donor who had established networks and was readily able to bring them together in order to get the momentum for the program going.

— Ensure the needs of the children in the community are identified by those in the community: There was a breadth and depth to the community consultation. Cast the net wide within the community to talk with community leaders facilitated by the local council. Use the information gathered to identify key people to work with them to focus down and deeper understanding of the broad issues and possible solutions to those needs.

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immediately.

The KIP Advisory Board strikes a balance between being engaged yet mindful of the fact that very experienced and qualified people are delivering the program. It has been a collaborative process from the outset with the KIP Advisory Board involved in the initial community and school consultations right through to the selection process of the community organisation delivering the program, Learning Links. The KIP Advisory Board actively seek additional support for the program, for instance the Harris Farm partnership that now sees fresh fruit delivered free to the four schools weekly as part of the nutrition component of the program. This is one example of how the program thrives because of the collaboration between Learning Links, the schools and KIP.

Impact

What are the main outcomes?

Some key program outcomes include:

- Offering a safe environment for young people to access innovative and structured, educational activities, as well as positive peer support outside school hours;
- Providing children with increased opportunities for inclusive participation in quality, safe and relevant educational activities;
- Providing practical support and guidance to families, and where appropriate, to provide referrals;
- Fostering links with community-based organisations and the corporate community to create opportunities for ongoing participation and community ownership

How is information gathered?

Learning Links have an evaluation process in place that gathers information on the children involved from the outset as a baseline measure and they will measure impact across a variety of indicators as the program goes along. In addition to these measurements, the schools will evaluate the success of the program in terms of the students’ learning and behaviour outcomes, and KIP will evaluate the program in areas such as collaboration, community engagement, impact outside of the school and in terms of funds raised and social return on investment.

How do you share the information gathered and with whom?

It is envisaged that the outcomes of the program and key learnings continue to be shared in various ways through many channels, including digital and social media. The KIP website features a blog that is updated regularly and KIP will seek a public forum to present the program and its outcomes, in collaboration with the schools and Learning Links where appropriate.



Checklist from case studies 7–9

If you are in a collaborative relationship, as in the cases you have just read about, or you would like to be in something similar, then here is a selected checklist of imperatives we gathered as we developed the cases:

Checklist for schools

- Do we identify the difference it makes for students to experience the work of charities and to meet people in the sector who care passionately about what they do? If not, how could we find out?
- How do we create the conditions for our students to connect in meaningful ways with community?
- Do we understand how relationships with philanthropy can directly connect and enhance the curriculum for our students?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for not-for-profits

- Are we clear about the benefits of having an opportunity to engage with children and/or young people through the work we do?
- Do we create the conditions for children and/or young people to connect in meaningful ways to the issue we are passionate about addressing?
- Do we see that a philanthropic grant is a vehicle to engage with children and/or young people about the work we do?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for philanthropics

- Do we put in place ways to develop close relationships with schools to ensure the program we support is flexible enough to meet the needs of individual schools? If not, how could this be addressed?
- How do we show we are enthusiastic and committed to programs we support?
- o Have we talked with the groups we support about what other forms of support we might offer or connect them to?

My / our ‘take home’ imperative from reading the previous cases is:

Big Picture Education Australia

Big Picture Education Australia aims to stimulate vital changes in Australian education by generating and sustaining innovative, personalised schools that work in partnership with their greater communities. The Big Picture network involves schools, education systems, universities and other communities. To learn more, visit: www.bigpicture.org.au



Samir at his internship with Pitt and Sherry Engineers

Governance

Big Picture Education Australia (BPEA) is a not-for-profit company that was founded in 2006 by Viv White and John Hogan, both of whom have long histories in school reform. BPEA is an organisation governed by a network model. In practice, this means Big Picture has a Board of Directors and two co-managing directors who are all responsible for the work of the organisation. The Board is made up of education innovators and education experts with international experience, who are committed to education reform. Drawn from different states and territories across Australia, the directors each have very good local knowledge and their own networks. This governance model, while not without its challenges, gave BPEA the national reach and capacity to do the work from its inception.

At an operational level, BPEA uses professional contractors and employees to deliver services to schools, teachers and other stakeholders. It is funded by fee-for-service payments, philanthropic contributions and government grants (generally funded at the local level or ‘hub’). The organisation was supported in its first two developmental years by Social Ventures Australia, which continued to provide in-kind and financial support through to the end of 2012. Other supporters have included the Tim Fairfax Family Foundation, the Trust Company, the Caledonia Foundation, the Origin Foundation,

the Vincent Fairfax Family Foundation and the Snow Foundation. Education Departments from Tasmania, ACT and NSW have also supported specific initiatives.

To help guide the work, a research and evaluation framework was established. More recently, to ensure sound decision-making and evolution of the organisation, BPEA undertook two major reviews. These reviews, in 2012, were of operations (management) and governance (board) and led to a number of changes including the establishment of three standing committees to assist its work. These committees focus on matters to do with finance, research and the effectiveness of the Board.

Innovation

BPEA has a bold goal to create change and influence the future of education. The three features of the model are: 1) **one student at a time** – Students, in advisory groups with up to 16 others for four years, all have a personal learning plan which is based on their specific interests. It is developed with input from the students, their teacher/advisor and parents. It includes an individual project; 2) **a community of learners** – central to this feature is students working two days a week in an interest-based internship, called *Learning Through Internship* (LTI). The student works with a mentor from the community on a meaningful project relevant to the student’s learning goals and connected to the curriculum via a learning plan. Students exhibit the outcomes of their work four times a year to a public audience; and 3) **small schools by design** – specific recommendations are set around total student numbers, teacher-to-student ratio and the creation of small school systems within one large school.

BPEA harnesses the community to help students learn. A central action is to create

The individual distinguishers are not unique. Many reforms have embraced these ideas. It is the combination of them as a whole that is the innovation... implementing the design all the way over time... (John Hogan, Founder BPEA)

community partnerships. Every internship is a partnership between school and community and this cooperation fosters mutual understanding and respect. An internship can happen in a museum, a motorcycle shop, or a parliamentarian's office; the central focus is about the building of a relationship.

Twelve characteristics, called 'distinguishers' (or principles), are common to schools taking a Big Picture approach. These distinguishers can be viewed at the BPEA website: www.bigpicture.org.au

Big Picture Education Australia is an organisation of networkers undertaking transformational change in schools. We work deeply and over time with schools to make this happen (Viv White and John Hogan, Founders BPEA)

Many of the BPEA ideas evolved out of the Australian National Schools Network (ANSN) begun in 1991, along with Meg Wheatley's thinking and writing around living systems (an approach to how systems are designed, developed and maintained). Beginning with schools in Western Australia and Tasmania, BPEA now has more than thirty sites across all Australian states and the ACT and is helping to establish the design in New Zealand. BPEA works in 'distance education' modes, in

regional and remote communities and in urban settings.

For many teachers, Big Picture learning is a different experience, representing significant change to their professional lives. To address this, most Big Picture schools or programs have an ongoing Big Picture coach, providing

hands-on professional development in the school and community. Several Foundation Training Programs were also conducted between 2006 and 2012 for around 2000 teachers.

Model

For BPEA, support from philanthropic foundations was critical in its developmental stages. Significant change has come through the relationship that BPEA has with government. The Commonwealth supports BPEA through school grants and professional development and state government systems invest substantial cash and capital in BPEA public schools.

Factors for effective engagement (see all 10 factors on p. 22)

Apart from building its own capacity, the most important factor for BPEA in schools and across BPEA networks. For example, assistance from funders has ranged from support for BPEA's business development and strategic thinking, to connections with like-minded organisations and people, and influence with government. The words we love to hear, says Viv White are "how can we help you? What do you need to make this work for you?"

The BPEA network is complex and international in its reach, with many stakeholders. It involves

We began with philanthropic support to BPEA. We still have that and we still need it. However, as the projects get larger and more complex, we are increasingly using government money to run those projects and that includes the services we provide. (Viv White, Founder BPEA)

Models over time

First wave

(Philanthropic foundations to BPEA to schools)

Second wave

(Philanthropic foundations to BPEA, enhanced by BPEA relationship to government in support of schools)

Guiding principles and practices BPEA uses to engage effectively with philanthropy ...

— Don't be afraid to take a risk:

BPEA started as an organisation with a big and bold idea. The two founders were seen as imaginative social entrepreneurs and were approached by philanthropists who backed the idea.

— Make the most of structures within which you work:

BPEA is an RTO with Charitable Tax Status and uses its foundation grants to train teachers, leaders and communities.

— Connect with policy makers:

A large part of BPEA activities has been to seek significant support from policy makers across the country for the Big Picture Education design.

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sophisticated negotiations and partnership development with funders, governments and education systems. BPEA works hard to build trust and encourage reciprocity with its partners.

The education world at a systems level does not have a strong history or tradition with

We believe we have genuinely achieved a high level of engagement. What has proved more complex for BPEA (but not impossible) is to get a three way level of engagement between philanthropy, schools and their education systems. (Viv White, Founder BPEA)

philanthropy. This is especially the case with the public education systems that BPEA principally works with. Public schools do not have charitable status and nor do their systems. This is not to say that there has not been major support given to schools and programs in schools from foundations. Victoria has a strong history of that and it is growing elsewhere. But working with governments and philanthropy together to build transformational change is new. It is exciting but complex!

Impact

We believe Big Picture learning is a design for everyone, everywhere. One of our key aims is to demonstrate how Big Picture can work with different people in different places. (Peter Flynn, Communications Director BPEA)

What are the main outcomes?

BPEA is already finding evidence of positive outcomes for learners, particularly in improved student aspirations, learning outcomes and confidence. Changes are evident at the teacher level. In BPEA, the teacher is called a teacher/

We see students who learn deeply, reason and apply knowledge. We see them reflect on their learning and develop strong relationships. We meet many students whose re-engagement with learning is profound. (John Hogan, Founder BPEA)

advisor. It is not a traditional role. The teacher does not assume the sole role of transferring content to students. Rather, he or she advises the student about discovering their interests, preparing their plan for learning, connecting with mentors, designing their personalised curriculum and monitoring their learning.

The Origin Foundation supports the research into how students and teachers are implementing the BPEA design. The methodology and research itself has been developed by academics from the University of Sydney, Murdoch University, the University of Melbourne and the University of Tasmania. Early indicators suggest positive improvement in attitudes, attendance, NAPLAN results and, most importantly, in individual student aspiration and confidence outcomes.

BPEA received significant support (\$700,000) from Murdoch University for major research and development of the model in Western Australia in 2013.

How is information gathered?

BPEA began in 2006, by undertaking a cost benefit analysis to determine whether or not the Big Picture design could be established in schools within the bounds of the existing government funding arrangements. With an affirmative result from this exercise, BPEA was able to commence start-up negotiations with education systems and schools that had expressed interest in the design.

It is profoundly different. Teacher advisors usually work intensely with a small number of students. The central engine of the school is the advisory group. Teachers know each student well and the learning relationship is strong. (Viv White, Founder BPEA)

The BPEA Board established a Research, Evaluation and Development Committee whose role was to design, administer and disseminate the findings of a range of research initiatives. These include case studies, surveys and independent studies by universities and other research organisations. Additionally, feedback is gained from the documented testimonials of students, teachers, mentors and parents.

How do you share the information gathered and with whom?

Not only does BPEA aim to design and sustain successful Big Picture Schools, it also has a goal to influence broadly both education policy and practice. It pursues this goal through its participation in national education policy work, by publishing in a range of different media and by connecting and sharing with the international group.

BPEA also now works across other networks to grow the ideas in schools that do not have the Big Picture design. This strategy includes partnerships with the Australian National Schools Network, Play for Life, The Beacon Foundation, Hands On Learning and with public schools in large district network groups in Western Australia, the ACT, Tasmania and Newcastle, NSW.

BPEA also established a Communications Group whose task it is to produce web-based and video resources, case studies, e-news, curriculum materials and other support resources for the schools and their communities. This group works with the Research Committee to develop communication and advocacy strategies that are derived from the research findings in order to advance the influence of the work.

Play for Life

Play for Life was established to promote and encourage placing a greater value on the importance and benefits of play for children. As outlined in the United Nations Convention on the Rights of a Child (UNCRC) in Article 31, all children have the right to play. Every child fosters a natural desire to play. It is considered by children to be the most important thing they do each day and therefore critical to the promotion of their holistic development and wellbeing. Play often surpasses any societal barriers such as age, ability, gender, race, religion and social standing, so therefore can be inclusive to all children. Overall then, play is critical to children’s physical, social and emotional development and is central to a healthy child’s life. To learn more, visit: <http://www.playforlife.org.au/>



Play for Life in action at Noble Park Primary School.

Governance

Play for Life is a not-for-profit organisation that was formed as a pilot in June 2010 in Victoria. A Board of Directors meets bi-monthly. More recently, three sub-committees of the Board have been established on finance, research and education, and fundraising. The Board developed very early in its establishment, out of the start-up phase of *Play for Life*. During this phase, board members had a greater hands-on role in establishing *Play for Life*. One of the board members, for example, drafted the business plan. The four founding board members have continued and the board now has seven members, including a principal of one of its partner schools.

Having been in operation now for nearly three years, *Play for Life* is undergoing another

transition as it develops its growth strategy for expansion into other states. They have put together a skills matrix to guide seeking out new board members.

Through our early days, we had a little bit of a road map thanks to two of our board being from Social Ventures Australia. This really helped us establish the initial business and strategic plan for ‘Play for Life’. Did we make mistakes? Yes, but with the assistance of the board, it meant we were really disciplined around finance, staffing and identifying what impact ‘Play for Life’ was trying to achieve. (Marylou Verberne, CEO, Play for Life)

Innovation

Within a suite of activities, the Creating Positive Playgrounds in Schools Program, featuring the *Play for Life* Pod or ‘The Pod’ is a key pillar program. The Pod is a modified shipping container filled with carefully selected high quality and clean materials that otherwise would be destined for landfill. For example, car tyres, milk crates, telephones, fabric. Located on the primary school playground, The Pod provides an alternate play source for self-directed play for children. Audited once per term, materials within The Pod are checked for their cleanliness

Without a doubt, in all of my 25 plus years of working in disadvantaged schools, the Play for Life Pod is by far the most effective innovation I have seen. Every school should get one. (Stephen Wilkinson, Principal, Eastbourne Primary School, Victoria)

The first day they [the school] launch their Play for Life Pod, often any fears about ‘risk’ is outrun by the reality. The teachers are blown away. They see a different side of children at play in this way rather than in the classroom. They see children taking leadership roles, such as setting up an obstacle course for the other children. (Marylou Verberne, CEO, Play for Life)

and refreshed to reflect different play needs for the children.

The school makes a financial contribution to establishment of the Creating Positive Playgrounds in Schools Program and *Play for Life* seeks philanthropic and other funding support for the rest.

Factors for effective engagement

(see all 10 factors on p. 22)

Most schools have little or no knowledge of what’s involved in working with a philanthropic. Similarly, philanthropics may not get a lot of opportunities to engage directly with schools. In this context, *Play for Life* finds that they can provide an important brokering and educative role between the two sectors. To facilitate this, they believe relationships based on trust are the most important factor. To develop trust, the CEO from *Play for Life* and the principal from a school discuss how the Positive Playgrounds Program will work in the school, ironing out any issues in the process. *Play for Life* also facilitates opportunities for the philanthropic to connect with the school. For example, philanthropics are invited to join the school for the launch celebration of The Pod.

Having effective communications can be a perennial challenge. If relationships based on trust have been established, then this helps because, as Marylou, the CEO of *Play for Life* states, “I can ring the foundation and ask them for some guidance. This kind of ‘soft mentoring’ from the philanthropic is invaluable and again it’s not about over burdening them, it’s about

benefitting from their experience in the sector and another perspective”. In addition to the CEO of *Play for Life* meeting with the principal, the organisation also gives a presentation to the school at a staff meeting. These are important forums to identify whether the school is ready to take on the Positive Playgrounds Program or what the barriers are, before going in too far. There is an imperative on *Play for Life* to maximise the investment of the philanthropic dollar through the careful selection of partner schools. Some barriers to success are things like a particularly toxic working culture amongst the staff or rotating and unstable leadership or schools just looking for a “quick fix” to some very entrenched problems. A simple and clear partnership agreement, outlining what the school and *Play for Life* agree to do is signed by the principal and School Council president and the CEO of *Play for Life*.

Impact

After playing in the POD, I have all these ideas in my head so that when I go back into the classroom and my teacher asks me to write a story it is easy because the ideas are already

Seeing the Pod in action was a terrific experience – the excitement on the children’s faces and the enthusiasm from the teachers and Principal demonstrated immediate impact. Building a highly engaged relationship with Play for Life has been rewarding and inspiring. By talking through challenges and opportunities, the learnings have been two-way with taking the time to develop openness, trust and transparency. (Philanthropic supporter)

Models over time

Guiding principles and practices *Play for Life* uses to engage effectively with philanthropy and schools ...

First wave



(*Play for Life* approaches philanthropic foundations)

— *Conversations are critical:* The ability to meet face-to-face and have a conversation with someone from a philanthropic foundation or trust can be mutually beneficial. This is especially the case if you are in the start-up phase and are still working through an idea and how it could work, or when there is little understanding of the idea in the public domain.

Second wave



(*Play for Life* and a school approaches a philanthropic or approaches a philanthropic who brokers connections with other philanthropics)

— *Keep communicating around what is expected from the relationship:* *Play for Life* brokers the relationship with a school first and then together they approach philanthropics or other funders. This helps clarify the purpose and objectives of the relationship with the school first, which in turn helps clarify this for a philanthropic.

there. (Grade 4 female primary school student)

What are the main outcomes?

Play for Life seeks to improve;

children's:

- access to self-directed creative play
- learning
- wellbeing
- confidence levels
- leadership and team work
- physical activity
- school attendance

principal and teacher;

- knowledge about the benefits of play
- overall school culture
- enjoyment of yard duty and classrooms through happier children
- teaching and learning
- knowledge about philanthropy in education

It's not just about 'play'. There is a broader purpose and network of people and opportunities that through the 'Play for Life' program, principals and students connect with. (Marylou Verberne, CEO, Play for Life)

Play for Life connects what it does with the United Nation's Convention on the Rights of the Child. Play Australia is the representative body on the International Play Association (IPA). In partnership, Play for Life and Play Australia seek to also bring about changes in Australia's position on play within the Convention.

How is information gathered?

In the pilot phase of Play for Life, the CEO and Board identified what to measure and what change was being sought. Each term Play for Life returns to a partner school and does a play analysis. As Marylou notes, "a play analysis we did showed that the time allowed for lunchtime play has increased from 20 minutes to 45 minutes. This shows that the staff are feeling more comfortable about having children playing and addressing some challenging behaviours that were manifesting on the playground. The teachers are more confident and those challenging behaviours are diminishing."

How do you share the information gathered and with whom?

A unique and creative way to gather and share information is through the Australia's Children's Play Summit, which was created by Play for Life. In partnership with Play Australia, Play for Life ran the Play Summit at the Melbourne Town Hall for the first time in 2012. At the Summit were 59 children, 'play summiteers' from primary schools across Victoria. Apart from a lot of fun, the Summit was curriculum aligned and through various processes of sharing, the group explored the importance of play and current barriers to playing that children experienced. The outcome was a 'Play Manifesto' presented to the Governor of Victoria and Play Australia at Government House at the Closing Ceremony on Day Two. The Manifesto created by the children was then formally presented to the President of International Play Association in Geneva, forming part of the discussions with the United Nations Committee on Rights of the Child. Another Summit is planned for 2013.

Beyond the School Gates

Beyond the School Gates aims to engage, build knowledge, skills and confidence to increase the employability and improve the quality of life for young people with intellectual disability and learning differences (15 years+) and their families. This will focus on out of school hours vocation, recreation, health and family support areas of activity. The initiative aims to break down the barriers that prevent these young people from inclusion in the community. For more information go to: <http://www.beyondtheschoolgates.org.au/>



Shrey is a participant in the Cafe Skills program. The picture is taken at Elanora Aged Care cafe, where students do their on-site training.

Governance

The Beyond the School Gates Pilot initiative is driven by Berendale School and coordinated by Bayside Glen Eira Kingston Local Learning and Employment Network (BGK LLEN). It is a Department of Education and Early Childhood Extended School Hub Field Trial, funded under the Smarter Schools National Partnerships initiative. The Pilot has been running since July 2012 and has moved beyond the formative stage to a phase primed to attract philanthropic support for the creation of a sustainable model. This case study focuses on the collaborative model that the project has developed and the approach they intend to take to seek such philanthropic support.

At the core of the Beyond the School Gates governance structure is the Committee of Management (CoM). A lead agency for each area of focus (vocation, recreation, health & wellbeing and family support) is represented on the CoM, which has a strategic intent. It's important, notes Berendale Principal, Paula Barnett, that these CoM members are senior enough to have "a bit of influence," so there are "key people around the table from all stakeholder perspectives." The lead agencies need to be central to the initiative at all times. Other stakeholders are pursued "on a situational basis," says Paula, "for example, if we focus on a specific vocational aspect that we don't currently cover then we might bring on a specific training organisation. A bit like School Council, where you have coopted members."

Parents were initially involved in the Committee, but their involvement became difficult to achieve because of the timing of meetings (when most parents would be working). As a solution to this, parents from schools or with connections to service agencies are encouraged to engage in parent workshops and take on the leading or forming of working groups around specific initiatives (e.g. cross-school discos and social programs). This allows parents to have active and empowered roles and become valuable partners in the initiative's development.

It's fundamental for the success of the program because you continually focus on what you need to achieve all the time. The Committee of Management really sets the stage for the Steering Committee. You can get lost doing this program and that program, so the CoM helps to keep steering, not doing. (Paula Barnett, Principal, Berendale School)

It's innovative because it brings a range of potentially competing lead agencies together to work on the one cause and the recognition that kids with disabilities are valued in the community. That wasn't always the case. And it's the first time that we've focussed on this issue from the school level. (Paula Barnett, Principal, Berendale School)

A Steering Committee also meets once a month to focus on operational matters. The BGK LLEN has been appointed to coordinate the Beyond the School Gates initiative and a representative from the LLEN attends both the CoM and the Steering Committee. This ensures that communication between the two levels is optimised.

Paula Barnett is a firm believer in a clear governance structure:




An important part of Beyond the School Gates is constant review (an evaluation is a key focus of the initiative) and continuous improvement. This includes a review of processes. To this end, Paula notes that at the outset, Beyond the School Gates did not build in the financial aspect of governance. This they are addressing

now through the creation of a finance sub-committee of the CoM, which will include looking at external funding opportunities and focussing on sustainability of the model.

Innovation

The principal, teachers and parents of Berendale School recognised there was a need to better address life and learning opportunities for students with intellectual disabilities and learning differences. Research they had read reported that unsuccessful transition from school (in the first seven years of transition) is an indicator of long term disadvantage.

A scoping study with key stakeholders identified by the school was undertaken by the Australian Council for Educational

Models over time	Guiding principles and practices Beyond the School Gates uses to engage effectively ...
<div>First wave</div> <div></div> <div>(Berendale approaches not-for-profit community groups with the Beyond the School Gates concept)</div>	<div><ul style="list-style-type: none">— <i>Build authentic relationships:</i> Be clear about which organisations you need to connect with and why.— <i>Work with groups who are ready to work with you and you are ready to work with:</i> Don't say an outright 'no' to interested groups; keep them engaged until such time as you are in a position to accept their help or establish a more collaborative partnership. For Beyond the School Gates, for example, some agencies were ready to come on board at the outset with specific programs, but the project team was not in a position to set up those programs at that stage. This year they are and the agencies are on board. <i>"It's easy to say 'everyone should come together', but if we brought them on board when we had nothing for them to do, we would have just lost them."</i></div>
<div>Second wave (Current model)</div> <div></div> <div>(Schools and not-for-profit community groups work collaboratively toward a common goal)</div>	<div><ul style="list-style-type: none">— <i>Build trust:</i> Meet with stakeholders regularly and explore opportunities to expand 'the tentacles' of your activities by listening to and sharing ideas.— <i>Stay focused on the common purpose:</i> You need to understand why an agency might want to come on board. Ensure that the lead agencies remain on track. <i>"We're not doing this to be famous, or to be used as a 'cash cow', every aspect must have a clear connection to the ultimate goal."</i></div>
<div>Proposed future model</div> <div></div> <div>(School and not-for-profit community groups seeking collaboration and support from philanthropic foundations and introductions to other potential philanthropic supporters).</div>	<div><ul style="list-style-type: none">— <i>Be clear about what you need support for and why:</i> The Beyond the School Gates team are mapping their needs, both financial and in-kind, to develop a clear strategy for approaching philanthropic organisations. This will include a calendar of activities complemented by a grants calendar to help focus their energies on specific grants as required.— <i>Build a strong foundation and compelling story with which to approach potential supporters:</i> Beyond the School Gates has invested in an evaluation of the pilot, both in terms of the model and the specific programs. This is helping to build an evidence base with which to demonstrate impact (both short and long-term).</div>

Research, Tender Bridge team. The study provided information on current and potential services and support for students with intellectual disabilities. It also sought feedback from parents, students, teachers and other stakeholders, such as service providers on the perceived enablers and barriers to the development of an extended school model of service and support for students and their families. This led to the development of a proposal to the Department of Education and Early Childhood Development (DEECD). The proposal to DEECD was successful and secured three years of funding for a 'Beyond the School Gates – extended school hub' initiative.

Beyond the School Gates is a geographic hub that provides a platform from which partnerships with business and community based agencies can deliver activities and services across four areas of focus to students, their families and the local community. The hub encompasses the council areas of Bayside, Port Phillip, Kingston and Glen Eira.

For Paula, the innovation of the Beyond the School Gates initiative is pretty straightforward:

What is being created is a model seeking long-term benefits, not a 'quick fix'. For Louisa Ellum, CEO of the BGK LLEN, the strength of the Beyond the School Gates model is its potential transferability. "It was devised by a school," she says, "but it is not dependent on one school. It's beyond Berendale." The model is grounded in the local need but has a much broader applicability.

Model

For the Beyond the School Gates model, collaboration means that each agency takes responsibility for an area but they work together to create a collective impact. This ensures a focus on the specific purpose of Beyond the School Gates as a 'whole' rather than on individual programs alone.

At this stage, as indicated at the outset, the Beyond the School Gates model is focussed on collaboration between not-for-profit community organisations, government and schools. Philanthropy has not yet been drawn into the equation. Consequently, the table below presents a slightly different model to those outlined in last year's *LLEAP Guide*. However, what is indicated is the approach that has been

taken to date and what will be taken to engage with philanthropy.

Factors for effective engagement

(see all 10 factors on p. 22)

For Beyond the School Gates, building relationships is a really important aspect of effective engagement; "from the relationships comes trust"

For Beyond the School Gates, overall the most challenging factor for effective engagement is the building of capacity, as Louisa explains:

This is especially challenging when wearing the hat of sustainability and scalability. This comes from multiple directions and with different intensities. To develop a robust 'model' that has the potential to be replicable/ scalable, the capacity needs to be developed across the governance and operations groups and the key is engagement. Schools within all council regions need to be engaged and active under this Beyond the School Gates model and the building of their capacity to become partners in the initiative, become active and especially pro-active is key to the model's success. Finally, building the ongoing engagement and 'ownership' by parents and community of the model is paramount to its on-going nature and growth, especially becoming part of the 'landscape'. (Louisa Ellum, CEO, BGK LLEN)

Impact

What are the main outcomes?

The goal of Beyond the School Gates is to:

- *Increase the access to employment, training and community participation opportunities for students with intellectual disabilities and learning differences to improve the quality of life for them and their families.*

To achieve this goal, activities of Beyond the School Gates are being implemented through four interrelated areas of focus:

1. Vocation (e.g. work experience, short courses, accredited and non-accredited training)
2. Recreation (e.g. after-school or weekend programs; social outings)
3. Health and wellbeing (e.g. diet, fitness,

mental health)

- 4. Family support (e.g. parent support groups; respite; information sessions).

How is information gathered?

The Beyond the School Gate pilot was officially launched in July 2012 and will finish in December 2014. An evaluation is being conducted by ACER's Tender Bridge team throughout the life of the pilot. This is focused on the impact of the model as whole. Individual programs are being evaluated by members of the Beyond the School Gates team and information from this feedback will be used in the broader evaluation, where appropriate (e.g. student attitudes and learning outcomes).

To determine how the model has helped support the achievement of its goal, there are two aspects for the evaluation to address, namely **how** and **to what extent** Beyond the School Gates is:

- **Increasing access to** employment, training and community participation opportunities for students with intellectual disabilities and learning differences
- **Improving the quality of life** for students with intellectual disabilities and learning differences **and** their families.

The evaluation will also explore how and to what extent the **relationships governing and implementing** Beyond the School Gates activities are **functioning**.

Information is being gathered through stakeholder interviews (e.g. parents and agencies); observations at specific events; program data analysis; surveys around the perceived effectiveness of the 'relationships' (e.g. governance); and observations of the functioning of the CoM.

How do you share the information gathered and with whom?

Information around outcomes is shared at both the CoM and Steering Committee meetings and with DEECD, as a key learning relating to the School Hub Field Trial. The evaluation reports will also be used to identify areas in need of improvement and areas of strength as the initiative moves forward. With sustainability the ultimate goal, building an evidence base around impact will also help in approaching potential supporters, providing them with data with which to make informed decisions.



Checklist from case studies 10–12

If you are in a collaborative relationship, as in the cases you have just read about, or you would like to be in something similar, then here is a selected checklist of imperatives we gathered as we developed the cases:

Checklist for schools

- ☐ Do we make the most out of our connection with a program or organisation? If not, have we thought about how this relationship may give us access to a network of ideas, people and other types of support?
- ☐ In collaborations with other organisations, are we clear about each of our roles and how this will help us bring about change?
- ☐ Are we open to collaborations with other organisations challenging our thinking and practice?

My / our 'take home' imperative from reading the previous cases is:

Checklist for not-for-profits

- ☐ Have we allowed enough time to develop the relationship with the school(s)? Is this relationship built on good two-way communications?
- ☐ Do we state clearly the realistic outcomes from the program we offer?
- ☐ Have we discussed with school principals how collaborating together could increase our collective fundraising capacity?

My / our 'take home' imperative from reading the previous cases is:

Checklist for philanthropics

- ☐ Are we confident that we and those we fund are clear about the purpose of the funding and how the 'work' being funded will be reported on? If not, how could we find out?
- ☐ Have we talked with those we fund about how involved we would like to be in the project?
- ☐ Do we know how involved those we fund would like us to be?
- ☐ Have we seen the projects we support 'in action', via a site visit or some other form of connection? How could this help us develop a better understanding of the project and its context?

My / our 'take home' imperative from reading the previous cases is:

Donors Choose – United States of America

The US DonorsChoose.org is a website that helps people give a donation to learners (students) from public schools most in need. The idea for DonorsChoose.org came from a social studies teacher, Charles Best, in a Bronx, New York high school. Charles sensed that many people would like to assist learners but were frustrated by a lack of influence over their donations. He set up a website for his colleagues to post their classroom needs and began to spread the word about the site. To learn more and see the latest updates, visit: <http://www.donorschoose.org/>

(NOTE: The Australian Council for Educational Research, through its school-community partnership hub, Tender Bridge service, has been scoping a DonorsChoose.org inspired model in Australia.)

Governance

DonorsChoose.org is governed by a national Board of Directors, which includes 11 leaders in business, technology, finance, philanthropy, media/ entertainment, and law. Notable board members include host of Comedy Central’s *The Colbert Report* Stephen Colbert, and LinkedIn CEO Jeff Weiner. It also has a National Advisory Council comprised of 29 business, technology, education, philanthropy, and media leaders, including executives from Facebook, founders of Twitter and Craigslist, and a director of the prominent business consulting firm McKinsey and Company.

Innovation

The general public (local, national or international); philanthropic foundations or trusts; or businesses can donate to DonorsChoose.org. As an Associate Director

of a US foundation interviewed for this case explained;

In many ways, DonorsChoose.org represents the triumph of technology in the 21st century when it comes to expanding the capacity of philanthropy. It allows everyone, from individuals (like a grandmother living in a different state) to companies (where the parent works) to civic minded organisations (community foundations in the area) to support a particular school that is in need of funding.

Teachers post a brief synopsis of their project on the DonorsChoose.org website and the public can choose which project to fund and how much to give. As the DonorsChoose.org strap line states: *Teachers Ask: You Choose*. However, with a strong focus on

equipping those most in need, DonorsChoose.org uses free school meals as an indicator of need and they ‘bubble’ those projects up to the top of the list on the website’.

A ‘project’ generally falls into requests for classroom supplies (37%), technology (27%), books (25%), other resources (e.g. equipment, gardening projects) (10%), field trips (most successfully funded but more labor intensive for DonorsChoose.org) (1%). DonorsChoose.org

Donors love donating directly to a classroom and the direct feedback they get from the letters and emails. They also ‘trust’ us because they know where their donation is being directed. They can choose where it is directed and they know how we are going to use their donation. (Chief Marketing Officer, DonorsChoose.org)

makes sure the project request is legitimate and then sources and delivers the item. DonorsChoose.org gathers personalised ‘thank you’ letters and photos from the class and sends these to the donor. All this is done electronically.

Model

DonorsChoose.org has created a flexible model so a donor can choose how they wish to donate. Donors use filters on the website to direct their donation. Philanthropic or corporate donors approach or are approached by DonorsChoose.org staff or a board member about a potential partnership. The donor identifies a project focus via filters (e.g. geographic location, subject focus, grade level) and works with staff to identify a mechanism for funding (e.g. Double Your Impact, Almost Home, Employee Matching, Gift cards, see page 86 for examples). The model also includes a 15% donor contribution (optional for citizen donors) with every project supported. This transparent ‘cost’ is used to support key administrative functions of the service, which are also clearly identified for the donor to see.

There is a lot of ‘hit and miss’ leg work and cold-calling with endorsements. We decided to be very strategic about our first celebrity endorsement. (Cesar Bocanegra, Chief Operating Officer for DonorsChoose.org)

Asking a teacher what they liked about the DonorsChoose.org model and where they thought improvements could be made, the teacher replied:

Teachers don’t have to be great writers or fundraising experts to get projects funded. [However,] there seemed to be a lot of literacy materials and technology and general supplies. But special classes like art, music and foreign

language classes are less represented. More experiential activities should be included: excursions, incursions, etc.

Factors for effective engagement (see all 10 factors on p. 22)

The biggest challenge faced by DonorsChoose.org was building awareness, particularly as their communications budget was small. Their approach has been mostly through celebrity endorsements, magazines and google ad grants.

To assist in overcoming this challenge, Charles Best, CEO of DonorsChoose.org cold-called every newspaper reporter he could about DonorsChoose.org. The Editor of *NewsWeek*

loved the model and ended up becoming a board member. Through his connections, the word ‘got out’ and it landed on Oprah Winfrey’s desk. She liked the model and from there things started to happen. One connection led to another and others started promoting what DonorsChoose.org was doing.

The most effective factor for engagement now is ensuring there is a ‘good fit’ between what DonorsChoose.org is trying to achieve and what donors are seeking to support. DonorsChoose.org does its research. For example, they look at whether a donor has been involved in education before approaching them via an email (e.g. highlighting that ‘we notice that they have supported DonorsChoose.org, have they thought about ...’). They also approach a donor via an existing (high profile) donor.

Impact

As of March 2013, DonorsChoose.org has raised \$US174 million and funded 348,000 classroom projects. More than 8.6 million children have benefited from books, technology, supplies, funding for field trips or class visitors, and other resources. 47,000 schools across the United States have participated, with 236,000 individual teachers posting classroom projects.

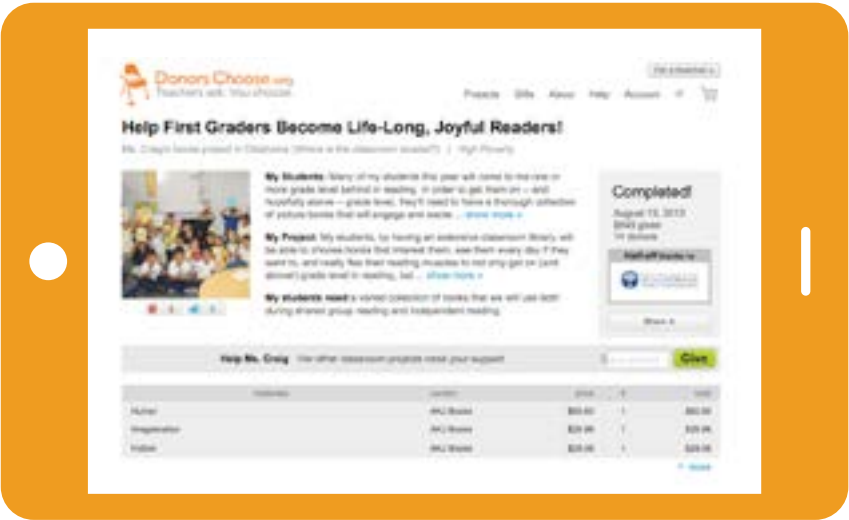
Leslie Lenkowsky of the Center on Philanthropy at Indiana University predicted in a 2005 *New York Times* article that DonorsChoose.org’s popularity would wane. “Web-based charities make giving very easy, and a lot of people give at the beginning, but then the novelty wears off” and many sites lose traffic. Dr. Lenowsky, however, failed to predict the powerful impact of socially innovative donors with deep pockets, and the lure of celebrity endorsements.

In 2005, word had spread about the site, and DonorsChoose.org won the Nonprofit Innovation Award given by Stanford Business School and Amazon.com, a Fast Company Social Capitalist Award, and other prestigious awards.

What are the main outcomes?

Our review of the US DonorsChoose.org work shows that through its focus and approach to supporting learners in need via this model, the following is apparent:

- Donors give again, not just as a once-off;
- The model in the US works best when



Example of a project posted on website

projects posted are a minimum of \$100 (anything less is not cost effective for DonorsChoose.org) and a maximum of \$400 (for things like material assistance). However, DonorsChoose.org also supports larger needs, such as excursions and incursions.

As Cesar Bocanegra, Chief Operating Officer for DonorsChoose.org summarises:

If you average all the projects posted on the website, 70% get funded. If you have a project of \$1,000 then the success rate drops to less than 60%. We have had dozens of projects that are over \$10K. For example, we had an \$80K project for a whole computer lab. In this instance, it is important to have a corporation or foundation that is an advocate for that particular project. In this case, Hewlett Packard provided over half of the funding for that project. The rest was secured from individual donations. In another project, a school teacher wanted to send 500 students to the movies to see a film documentary on bullying. This amounted to \$50K. This field trip was funded by a private donor that wanted to support the issue of overcoming bullying.

Key outcomes from DonorsChoose.org include:

- increased student motivation to complete learning tasks;
- improved capacity to participate in classroom learning (e.g. calculators);
- access to different kinds of resources for learning that they otherwise would not access;
- learning associated to a positive experience because students feel valued by ‘generous people’;
- facilitating teacher collaboration: DonorsChoose.org is seeing evidence of more collaboration among teachers through their online discussion groups. They created a discussion forum that encourages people to copy each other’s ideas, for example, ‘What’s your favourite tip for class management? This is what I do ...’

How is information gathered?

Data on impact is gathered in terms of outputs through the website (i.e. total amount of donations, number of students assisted, number of projects posted, etc.). DonorsChoose.org also gets self-reported feedback from teachers about the impact of the donation on their teaching effectiveness. DonorsChoose.org is in the process of setting up a role within the organisation to explore the impact of their service in relation to student learning, achievement and wellbeing outcomes; as well as policy level impacts.

How do you share the information gathered and with whom?

A section of the website is updated daily about, for example, the number of projects funded.

Corporate/Foundation Partnerships: at a glance

Partnership Type	How it Works	Example	Benefits
Double Your Impact	A foundation or corporation covers 50% of the proposed project up-front.	The Bill and Melinda Gates Foundation donated the first 50% of project cost for rural public high schools to enhance university preparatory classes.	<ul style="list-style-type: none">— Lower project cost encourages more individual donations and increases likelihood of funding.— Branding/influence opportunity for philanthropic investor.
Almost Home!	Philanthropic donation brings project close to completion.	Pershing Square Foundation donated the remaining funds needed to complete history and civics projects in honour of Presidents’ Day.	<ul style="list-style-type: none">— Affordability triggers individual donations.— Increased website traffic brought in to new donors.
Gift Cards	Philanthropic donation purchases gift cards that can be redeemed for the project of the donor’s choice with criteria set by the philanthropic investor.	Wasserman Foundation: donated gift cards to parents of LA Public schools, and Starbucks Coffee customers.	<ul style="list-style-type: none">— Community engagement tool.— Branding opportunity.
Cause Marketing	Businesses promote their products while also supporting educational projects.	Chevron donated \$1 to a local classroom project for every fill-up in a local area focusing on science, technology, engineering and math education. Chevron set up a “Fuel your School” microsite to showcase projects, maps, toolkit for teachers and thermometer.	<ul style="list-style-type: none">— Branding and social responsibility.— Customer engagement.
Employee Matching	Company sets up employee matching which is credited immediately.	Credit Suisse chose DonorsChoose.org as its non-profit partner for their Annual Holiday Charity Initiative.	<ul style="list-style-type: none">— Company’s impact increases.— Improves employee morale.
Giving Pages	Individual or Corporate Philanthropists create page and invite friends, employees or customers to support a project.	Stephen Colbert created a page to challenge his viewers to support members of the armed forces by funding projects that benefited schools serving military families.	<ul style="list-style-type: none">— Leveraging social networks.

Quality Education Fund – Hong Kong

The Quality Education Fund (QEF) was established by the Education Bureau, Government of Hong Kong, early 1998 with an allocation of HK\$5 billion (approximately AUD\$600 million). The aim of QEF is to support non-profit making initiatives that promote quality education in Hong Kong in the context of pre-primary, primary, secondary and special education. Since its establishment, the Fund has supported over 8,000 applications with grants amounting to more than HK\$4 billion. To learn more, visit: <http://qef.org.hk/eng/>

Governance

The Quality Education Fund (QEF) is a charitable fund under a Declaration of Trust, and the Grantor is the Permanent Secretary for Education, who acts as Trustee and undertakes to apply the income and capital of the QEF for the promotion of quality education in Hong Kong. The operations of the QEF are overseen by a Steering Committee, which has two subcommittees: Assessment and Monitoring; Dissemination and Promotion. Each committee is comprised of members from the tertiary and school education sectors and the corporate sector.

Innovation

Innovation in capacity building in schools to enhance the quality of student learning is recognised as an important part of the QEF work. The QEF aims to galvanise school initiatives in enhancing the quality of student learning by supporting innovation, generating knowledge and disseminating effective practices. *Collaborate for Pedagogical*

Innovation, Cultivate for Quality Education are the key phrases on the home page of the website <http://qef.org.hk/>

The Executive Officer Lim Kuen comments: “QEF supports one-off initiatives which are not normally funded by the Government or other sources”. Professor Brian Caldwell, Professorial Fellow, University of Melbourne, says:

Thematic Networks have been established for the last decade, with sharing of projects made available through the sale of reports and findings to promote a sharing culture and collaborative professional development. Past themes have included Language Education, Living and Thinking, Home-School Cooperation, Special Educational Needs, Teaching and Learning and Moral and Civic Education. In announcing the

priority themes for the current academic year (2012/13), the Chair of the Steering Committee Mr Duffy Wong said: “The QEF encourages school-based innovation and will continue to support the application of the innovations across the school sector.....The QEF aims to galvanise school initiatives in enhancing the quality of student learning by supporting innovation, generating knowledge and disseminating effective practices.”

....innovation pervades the system of approximately 1,200 government and non-government schools in Hong Kong. While a small number of grants were given to universities (by QEF), these had to be implemented through partnerships with schools. In simple gross terms, there was an average of nearly six grants per school over the first ten years. (Professor Brian Caldwell, Professorial Fellow, University of Melbourne)



Example of how project information is reported and searchable online.

Priority themes guide and focus grants for each 12 month period. Executive Officer Lim Kuen comments that “The Quality Education Fund Steering Committee advises on the priorities for each year with reference to the prevailing education policies and inputs from education stakeholders to address the needs and concerns of the school sector”.

The nine priority themes for the 2012/13 school year are:

- Effective Learning and Teaching of Languages;
- Assessment for Learning;
- National Education;
- Creative Arts and Culture Education;
- Healthy Lifestyle and Positive Development of Students;
- Education for Sustainable Development;
- Support to Students with Special Educational Needs;
- Promoting Whole Child Development in Pre-primary Education; and
- Supporting Effective School Management and / or Teacher Wellness.

Other innovative projects that meet the needs of schools or enhance the quality of school education are also considered.

Model

The Hong Kong government, through the Education Bureau, provided establishment funding of HK\$5 billion for the QEF to be established as a separate fund through which grants are distributed to schools and approved researchers to promote quality education.

The QEF operates under the guidance of a Steering Committee, which decides on themes and priorities. A Secretariat administers the funds from application to reporting as well as publication and sales of reports. QEF Secretariat Project Officers review and monitor projects for the length of the project, and Secretariat Reviewers evaluate outcomes. Monitoring and Evaluation is mainly through written reporting, based on agreed goals, plans, processes and intended outcomes and impacts. A cycle of evaluation and development is expected, with impacts for continued development within the particular site of the project, as well as potential for wider dissemination and commercial application.

The collaborative practices

The possibility of collaboration between schools and other organisations is recognised

in the application form which requires the following for a project:

- seek prior consent from the collaborating / participating schools and organisations;
- provide a list of collaborating / participating schools and organisations;
- request nominated schools and organisations to confirm collaboration.

Important factors for QEF are innovation in capacity building in schools to enhance the quality of student learning, and the dissemination of successful projects as resources for school improvement.

Impact

There is public access to project outcomes as the QEF makes these available for purchase on-line at the QEF Cyber Resource Centre (<http://qrcr.qef.org.hk/>). The resources are listed under five main area headings: *All Round Education; School Based Management; Information Technology; Effective Learning; Educational Research.* Projects recently completed include research and development in areas including enhancing student’s self-understanding; positive life-values; home and school partnerships; using

Grantees have to conduct self-evaluation of the QEF project with regard to success of the activities in the light of the impact on the participants.”

technology to monitor attendance and campus activity; understanding in natural science, astronomy and technology and school engagement. For example, with a focus on improving family empowerment within a home-school initiative, a grant was given to a kindergarten for promoting home-school cooperation and developing care for the community culture through organising training workshops for 20-30 parents of the applicant school and arranging services and school visits for the trained parents. Other examples of publications reporting on various projects available for purchase on-line are: a preschool life-education project; a project aimed at increasing the understanding of China; aspects of personal growth including self-esteem; enhancing teacher-child and parent-child relationship and children’s social competence. Executive officer Lim Kuen explains the process of evaluation of impact: “Grantees have to conduct self-evaluation of the QEF project with regard to success of the activities in the light of the impact on the participants”.

Education Endowment Foundation (EEF) – England

Inspired by the Obama administration’s Race to the Top initiative in the USA, the UK Secretary of State for Education, Michael Gove announced in late 2010 plans to establish an education endowment foundation to help raise standards in challenging schools in England. The Sutton Trust and Impetus Trust won the competitive tender from the Department for Education in 2011 to set up the Foundation and administer it. The Trusts appointed Dr Kevan Collins as the inaugural Chief Executive Officer of the Foundation. Kevan Collins says the government wanted to create the fund as a vehicle to generate evidence of innovations that support pupils from low socio-economic families from all backgrounds to fulfill their aspirations and make the most of their talents. To learn more, visit: <http://educationendowmentfoundation.org.uk/>

Governance

The Education Endowment Foundation (EEF) is an independent charity in England. Established in 2011, its Board has seven trustees from the Foundation’s two founding partners: The Sutton Trust and Impetus Trust. Sir Peter Lampl is Founder and Chairman of the Foundation and is acknowledged to be the UK’s leading educational philanthropist, having invested £35 million and devoted over a decade to educational philanthropy. The Sutton Trust, aims to improve social mobility through education. Not part of the governance, but providing high-level advice to the Foundation’s trustees and executive team is a volunteer Advisory Board. This group consists of experts from education, public policy and business. One sub-group provides guidance around evaluation methodology and a trustee chairs this group. A couple of major law firms do the Foundation’s

legal work pro bono. Nobody from government sits on the Board, but there is regular and direct communication between the Foundation and the Department for Education.

Innovation

The Department for Education provided a one-off grant to the Foundation of £125m. Through investment and fundraising income, the Foundation intends to award as much as £200m over its 15-year lifespan. The Foundation’s other roles are to share the learning and identify ‘what works’.

The Foundation’s target groups are pupils eligible for free school meals (18% of the school population in 2011) in primary and secondary schools. Schools, not-for-profit organisations and universities have received grants from the EEF. Below is one example of a funded project:

The EEF has awarded £639,485 to Let’s Think Forum to deliver its Let’s Think Secondary Science (LTSS) programme in 25 secondary schools. LTSS is an approach to teaching that aims to challenge pupils’ thinking and encourage group learning. LTSS lessons develop student understanding of key concepts that underlie scientific reasoning, such as variables, correlation and classification. However,

more important than the content is the thinking processes that students go through. The lesson activities are deliberately challenging so the students have to work in collaborative groups to find answers to problems. They then reflect upon their answer and methods, and make comparisons with other group outcomes in order to agree a best class answer.

Regardless of the grant size, the Foundation adds about a further 13% to the grant for an independent evaluation of the project to be conducted. The Foundation has established an evaluation panel including a number of leading academics who ensure that every project is supported by a rigorous and robust evaluation.

Model

The Foundation funds projects run by schools and other not-for-profit organisations which fit within one of four broad approaches:

- 1. Testing and incubating new ideas which have a proof of concept.
- 2. Evaluating initiatives from other contexts to test with disadvantaged students and schools in England (this could include, for example, programs from overseas or from the independent sector).
- 3. Scaling up initiatives which have been proven to work.
- 4. Developing projects with potential that have not, to date, been delivered or evaluated effectively.

The Foundation makes grants to support and evaluate areas of promise. It does not support schools’ core budget activity or provide continuing funding for activity when school funds are not available. When the EEF receive a bid for a grant, they will sometimes assemble other philanthropics with similar areas of focus to see if they might also be interested in funding the project.

Factors for effective engagement (see all 10 factors on p. 22)

The Foundation sees the most important factor for effective engagement of philanthropy in education as being impact focused. To do this, it adopts a cumulative approach to evaluation. The aim of each funded and independently evaluated project is to build on and extend an

existing evidence set. This is then published through a practical Toolkit for teachers and school leaders.

A challenging factor for the Foundation is identifying great projects for funding. For the first eighteen months the Foundation has been responding to the proposals that come to them. In the first year, they received well over 500 proposals. They are planning to move to what Kevan suggests is a “balanced approach” whereby they will continue to operate an open door policy but will also encourage, nudge and commission against key themes which demonstrate considerable prospects of promise. For example, their current round was promoted with an information technology for learning focus.

Impact

The aims of the Foundation are to identify a supply of enough good ideas on how to address the needs of disadvantaged children, evaluate these and encourage schools, government, charities and others to apply the evidence and adopt innovations found to be effective. As Kevan cautions, however,

for this to bring about lasting change, there has to be authentic teacher and school engagement in the innovation. Otherwise, you become just another organisation doing ‘it’ to the system.

What are the main outcomes?

At a minimum, each evaluation needs to demonstrate the immediate impact of the project on attainment, and ideally also the impact on attainment a year after the project finishes. Attainment means the standard of academic performance on, for example, tests and teacher assessment. As stated on the Foundation’s website:

Average impact is estimated in terms of additional months progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year is as a benchmark.

There are 40 topics currently listed on the website, for example, peer tutoring; digital technology; parental involvement. Each is summarised in terms of their average impact on attainment, the strength of the evidence supporting the approach and their cost to implement.



The Sutton Trust-EEF Teaching and Learning Toolkit provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The EEF has also commissioned Durham University to conduct an independent evaluation of their approach. In particular, the evaluators will track all pupils using the National Pupil Database to demonstrate long-term impact on attainment.

How is information gathered?

Initially, Boston Consulting did some work for the Foundation. This helped the Foundation prioritise the areas it wanted to focus on: attainment in literacy and numeracy.

The Foundation chairs the first meeting between the funded group and the evaluators. The Foundation chooses from an evaluation panel they established who will conduct the evaluation of a project. There is a bit of negotiation required, especially if there are differences in the way the evaluators and funded group want to evaluate the project. For every project, pupils are pre- and post-tested in literacy and numeracy. Qualitative information is also gathered from evaluation data already available on the specific project. Where possible, the Foundation’s preferred evaluation approach is to gather information from a Randomised Control Trial. This means randomly selecting, from a group of potential participants, which pupils receive the intervention and which do not (though in some cases the control group will be ‘wait-listed’ and receive the intervention after the trial has been completed). By randomly selecting from a large group of children, the Foundation aims to get an unbiased measure of the impact of the program.

The challenge is to separate the effect of the intervention from the many other influences on a child’s progress, and to include enough children and schools in the trial so the Foundation can be confident we are observing the impact of the programme and other effects that may account for changes in the child’s performance. (Kevan Collins, CEO, Education Endowment Foundation)

How do you share the information gathered and with whom?

The Sutton Trust-EEF Teaching and Learning Toolkit is a practical kit teachers and school leaders. It integrates findings from the multiple studies it has funded and had evaluated to summarise what the Foundation is learning about an intervention and its impact on attainment.

improving the quality feedback provided to pupils has an average impact of eight months. This means that pupils in a class where high quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of pupils which were performing at the same level at the start of the year. At the end of the year the average pupil in a class of 25 pupils in the feedback group would now be equivalent to the 6th best pupil in the control class having made 20 months progress over the year, compared to an average of 12 months in the other class.

The kit is freely available and on the Foundation’s website. For example, research summarised in the Toolkit shows that. The website also offers practical insights from the projects it has funded via short videos of ‘Toolkit talks’ by, for example, headteachers (principals) and case studies of specific projects.

All results of EEF evaluations are published on the Foundation’s website using a standard report. In addition, universities involved in the Foundation’s evaluations are encouraged to publish papers in peer-reviewed journals.



Checklist from case studies 13–15

If you are in a collaborative relationship, as in the cases you have just read about, or you would like to be in something similar, then here is a selected checklist of imperatives we gathered as we developed the cases:

Checklist for schools

- ☐ Is there a ‘good fit’ between what we are trying to achieve and what donors are seeking to support?
- ☐ Do we have in place ways to gather information about the progress and impact of our project?
- ☐ Do we use evidence to build and deepen our understanding of learners and learning?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for not-for-profits

- ☐ Is there a ‘good fit’ between what we are trying to achieve and what donors are seeking to support?
- ☐ Does our proposed project build on previous evidence gathered around our area of focus?
- ☐ Do we have in place appropriate ways to gather information about the progress and impact of our project?

My / our ‘take home’ imperative from reading the previous cases is:

Checklist for philanthropics

- ☐ Is there a ‘good fit’ between what we are seeking to support and what schools and not-for-profits are needing to achieve?
- ☐ Are our expectations about evaluation realistic and appropriate for the grant timeframe and amount?
- ☐ Do we assist our ‘partners’ access, integrate and build on what each is learning? If not, how could this be addressed?

My / our ‘take home’ imperative from reading the previous cases is:



Further reading

Collaboration

- Grantmakers for Education (2006). **Working together to achieve greater impact: the donor's education collaboration of New York City**. Case in Brief, No. 3 - https://www.edfunders.org/downloads/Case3-Collaboration_B&W.pdf
- Lasker, R. D. and Weiss, E. S. (2003) **Broadening participation in community problem solving: a multidisciplinary model to support collaborative practice and research** in *Journal of Urban Health*, Vol. 80, No. 1: 14-47.
- Office for the Community Sector (OCS) (2012). **Guiding Principles for Collaboration between Government and Philanthropy**. The OCS, within the Victorian Department of Planning and Community Development, has developed a Guiding Principles document for government and philanthropic grant-makers considering partnership. The document draws on information gathered from desktop research and consultation with a range of philanthropic grant-makers. See: http://www.dpcd.vic.gov.au/__data/assets/pdf_file/0019/110584/Guiding_Principles_Brochure.pdf
- United Nations (2008). **Guiding Principles for Public-Private Collaboration for Humanitarian Action** - <http://business.un.org/en/documents/257>
- Ybarra, O. Burnstein, E, Winkielman, P, Keller, M.C, Manis, M, Chan, E, & Rodriguez, J. (2008). **Mental exercising through simple socialising: Social interaction promotes general cognitive functioning**. *Personality and Social Psychology Bulletin*, 34, 248-259.

Collective Impact

- Carter, J. (2011). **'Some trends in results-based philanthropy'**. Paper presented at Shepparton Philanthropy Forum, 14 October. See: http://www.fairleyfoundation.org/projects/media/JanCarter_TrendsInResultsBasedPhilanthropy_Oct2011.pdf
- Channelling Change: Making Collective Impact Work** – Fay Hanleybrown, John Kania, and Mark Kramer investigate how a diverse range of organisations are implementing a collective impact approach to solve large-scale social problems. See: http://tamarackcci.ca/files/collective_impact_channeling_change_pdf_2.pdf

Collective Impact – John Kania and Mark Kramer, co-Directors at FSG (Foundation Strategy Group) argue that “large-scale social change requires broad cross-sector coordination, yet the social sector remains focused on the isolated intervention of individual organisations”. See: http://www.ssireview.org/articles/entry/collective_impact

Collective Impact: A New Approach to Community Collaboration – Elena Douglas from the University of New South Wales' Centre for Social Impact, argues that Australia is “ripe for a suite of these Collective Impact projects” and raises a “call to arms to start conversations going in your communities about the prospects and potential for large and visionary projects which have the breadth and strength to address all your aspirations for the wellbeing of the communities you work with”. See: <https://secure.csi.edu.au/site/Home/Blog.aspx?defaultblog=https://blog.csi.edu.au/2011/03/collective-impact-%E2%80%93-a-new-approach-to-community-collaboration-2/>

Collective Impact: Creating Large-Scale Social Change - John Kania and Mark Kramer set-up a webinar on collective impact, an outline of which can be found at http://www.fsg.org/Portals/0/Uploads/Documents/PDF/Collective_Impact_Webinar_presentation.pdf

Collective Impact: Needed Reform for the Social Sector - Social Sector Leadership Development consultant and former Lifeline and Beyondblue CEO, *Dawn O'Neil* explores how Australian not-for-profit organisations might stand back and consider some alternative approaches, such as Collective Impact, to implementing change. See: <http://www.probonoaustralia.com.au/news/2012/08/collective-impact-%E2%80%93-needed-reform-social-sector>

Collective Impact & Shared Measurement: Tough But Necessary - Mark Cabaj, founding Principal of Tamarack - An Institute for Community Engagement and Executive Director of Vibrant Communities Canada, provides an examination and critique of Kania and Kramer's work on Collective Impact, with a particular focus on shared measurement systems. See: http://tamarackcci.ca/files/collective_impact_shared_measurement_-_m_cabaj.pdf

The Real Challenge for Collective Impact –

Paul Schmitz, CEO, Public Allies, writing in the Huffington Post, critically examines the Collective Impact Model . See: http://www.huffingtonpost.com/paul-schmitz/collective-impact_b_1920466.html

The Greater Cincinnati Foundation – in 2012 the foundation moved to an “intentional focus on achieving greater impact to solve our community's most complex issues” through a collective approach and “collective impact.” The concept is explored on their website via a brief video. See: <http://www.gcfndn.org/CommunityInvestment/CollectiveImpact/tabid/390/Default.aspx>

Unpacking Collective Impact - Australian social change advocates *Dawn O'Neil AM* and *Kerry Graham* share an example of collective impact at work. Strive is a framework that helps communities in the US improve student outcomes from ‘cradle to career’. See: <http://www.probonoaustralia.com.au/news/2013/02/unpacking-collective-impact> More information about *Strive* can be found at <http://www.strivetogether.org/our-aligned-policy-agenda>

Rethinking Collective Impact – Emmett Carson, CEO of the Silicon Valley Community Foundation, explores why and how “collective impact has transformed from a promising idea undergoing field testing in various communities to being widely accepted as a proven approach for solving challenging systemic issues.” See: http://www.huffingtonpost.com/emmett-d-carson/rethinking-collective-imp_b_1847839.html

Education

- Dewey, J. (1916) **Democracy and Education: An Introduction to the Philosophy of Education**. New York: Macmillan.
- Lucas, B., Spencer E. and Claxton G. (2012). **How to teach vocational education: a theory of vocational pedagogy**. London: City & Guilds Centre for Skills Development has attracted widespread attention in the UK, including being debated in the House of Lords in March 2013.
- Lucas, B., Claxton G. and Spencer E. (forthcoming). **Expansive Education: teaching learners for the real world**. Melbourne: ACER.
- Reeve, D. B. (2010). **Transforming Professional Development into Student Results**. Association for Supervision & Curriculum Development.
- Watkins, C. (2005) **Classrooms as learning communities: a review of research**. London Review of Education, (3): 47-64

Philanthropy

- Addis, R. and Brown, C. (2008). **Conversations about Possibilities - Themes and reflections from the International Philanthropy Collaboration**. The R E Ross Trust.
- Black, R. (2009). **Boardroom to Classroom: the role of the corporate and philanthropic sectors in school education**. Paper No. 17, May. Victoria Department of Education and Early Childhood Development.
- Brown, C. J. (2010). **Great Foundations: a 360° guide to building resilient and effective not-for-profit organisations**. ACER Press.
- Giving to Australian Public Schools** – Social Ventures Australia recently released a discussion paper covering the following questions: Can public schools raise funds from philanthropists? What types of philanthropists are willing / able to give funds? What can public schools offer DGR for? Why is philanthropic giving to Australian schools currently low? See: <http://www.socialventures.com.au/wp-content/uploads/2012/08/121212-Giving-to-Australian-Public-Schools.pdf>
- Grantmakers for Education. (2012). **Benchmarking 2012: Trends in Education Philanthropy**. Grantmakers for Education, US.
- Grantmakers for Education. (2011). **Benchmarking 2011: Trends in Education Philanthropy**. Grantmakers for Education, US.
- Payton, R. L. and Moody, M. P. (2008). **Understanding Philanthropy: Its Meaning and Mission**, Indiana University Press, Bloomington USA
- The Christensen Fund, Rio Tinto Aboriginal Fund and Greenstone Group. (2010). **A Worthwhile Exchange: A guide to indigenous philanthropy**.
- Timmons, G. (Philanthropic Executive, Portland House Foundation) (2012). **Hallmarks and next steps for Australia's philanthropy coming of age as a business**. See: <http://ozphilanthropy.com/2012/09/11/hallmarks-and-next-steps-for-australias-philanthropy-coming-of-age-as-a-business-philaus12/>



Useful websites

Australia

Schools Connect Australia - an independent, non-profit organisation that matches businesses, philanthropy, higher education and community groups with government schools to help lift student achievement. By focusing on priorities identified by schools, Schools Connect Australia design partnerships and scholarships that help students thrive and reach their potential – <http://www.bwefoundation.org.au>

Giving West - a community resource which supports, encourages, and promotes more effective giving in Western Australia. The vision behind Giving West is the facilitation of an active and involved culture of giving that makes a difference for the people of Western Australia - <http://www.givingwest.org.au/>

Our Community - a social enterprise that provides advice and tools for Australia's not-for-profit community groups and state, private and independent schools, as well as practical linkages between the community sector and the general public, business and government – <http://www.ourcommunity.com.au/>

Philanthropy Australia - the national peak body for philanthropy. Members are trusts and foundations, families and individuals who want to make a difference through their own philanthropy and to encourage others to become philanthropists. Philanthropy Australia's mission is to represent, grow and inspire an effective and robust philanthropic sector for the community - <http://www.philanthropy.org.au/>

Public Education Foundation - a **not-for-profit** charity which was launched in March 2008 by the NSW Minister for Education. The Foundation's **mission** is to provide life-changing scholarships to young people in public education, their families and teachers - <http://www.publiceducationfoundation.org.au/>

Social Ventures Australia - established in 2002 as an independent non-profit organisation. Social Ventures Australia invest in social change by helping increase the impact and build the sustainability of those in the social sector. The organisation provides funding and strategic support to carefully selected non-profit partners, as well as offering consulting services to the social sector more broadly - <http://www.socialventures.com.au/>

Tender Bridge - a national research and development service of the Australian Council for Educational Research (ACER) focussed on getting funds into schools to support educational projects. Launched in 2009, at the heart of Tender Bridge is a large dynamic national database of funds from business, philanthropy, not-for-profit and universities that schools or schools in partnership with eligible organisations might apply – <http://tenderbridge.acer.edu.au>

International

The Association of Small Foundations (ASF) - a United States membership organisation for donors, trustees, employees and consultants of foundations that have few or no staff. The United States is home to over 60,000 small-staffed foundations. These small foundations account for half of the country's total foundation grant dollars - <http://www.smallfoundations.org/about/>

Center for Effective Philanthropy (CEP) - provides foundations and other philanthropic funders in the United States with comparative data to enable higher performance. This data helps funders achieve the most positive outcomes on issues, fields, communities and people - <http://www.effectivephilanthropy.org/index.php>

Council on Foundations (COF) - a United States national non-profit association of more than 1,700 grantmaking foundations and corporations. It is a membership organisation that supports grantmakers in various aspects of foundation management. - <http://www.cof.org/>

Foundations for Education Excellence – this United Kingdom organisation exists to share research, resources and best practice for the support and development of talented young musicians, singers and dancers. This is currently achieved through the online resource hub, the commission of new information sheets on a variety of specific topics and the biennial conference - <http://foundationcenter.org/educationexcellence/>

Grantmakers for Children, Youth, and Families (GCYF) – a United States organisation that serves as a point of contact for grantmakers seeking collegial and collaborative relationships with other funders concerned with children, youth, and families - <http://www.gcyf.org/>

Grantmakers for Education (GfE) – a

membership organisation established in 1995 for private and public philanthropies in the United States that support improved education outcomes for students from early childhood through higher education. It promotes dialogue, inquiry, and learning to strengthen practice within the field of education philanthropy - <http://www.edfunders.org>

Grantmakers for Effective Organisations

- a community of more than 350 United States grantmakers established in 1997. The organisation helps grantmakers improve practices in areas which, through years of work in philanthropy, have been identified by innovators in the field as critical to nonprofit success: Learning for Improvement, Collaborative Problem Solving, The Money, Stakeholder Engagement and Scaling What Works - <http://www.geofunders.org/>

The Philanthropy Roundtable - a United States national association of individual donors, corporate giving officers, and foundation trustees and staff. In addition to offering expert advice and counsel, the Roundtable puts donors in touch with peers who share similar concerns and interests - <http://www.philanthropyroundtable.org>



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Notes

Notes

If you would like to know more about LLEAP as it progresses you can subscribe to our newsletter via:
<http://www.acer.edu.au/lleap/lleap-newsletters>.

Or if you would like to become more involved in the project in some capacity, we would welcome your contribution. Simply send us an email via:
tenderbridge@acer.edu.au and we'll get in touch.

